

## PAX-S04 Student Training and Wellbeing Support Policy

**Version Number:** 1.0

**Person Responsible for Implementation:** Administration Manager, CEO

**Effective Date:** 1 July 2025

**Review Date:** 1 July 2026

### Relevant Standards:

- **Outcome Standards for NVR Registered Training Organisations:**
  - *Standard 2.3:* VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.
  - *Standard 2.4:* Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.
  - *Standard 2.6:* The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs.
- **National Code of Practice 2018 (for International Students):**
  - *Standard 6:* Student Support Services

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### Purpose

This policy supports PAX Institute of Education's commitment to providing comprehensive training support and wellbeing services that enable all VET students to successfully progress through their chosen training product. It ensures students have access to appropriate academic support, reasonable adjustments for disability, and wellbeing services that address their mental, physical, social and spiritual needs throughout their learning journey.

The policy establishes a robust framework for identifying student support needs, providing timely responses to queries, making reasonable adjustments without compromising training product integrity, and implementing wellbeing strategies tailored to PAX's diverse student cohorts, including international students adjusting to life and study in Australia.

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### Scope

This policy applies to all training products delivered by PAX Institute of Education. It encompasses all modes of delivery (face-to-face, blended, online, distance), applying to all learner cohorts including domestic and international students. The policy covers support services provided directly by PAX and through referral to external specialist services.

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### Definitions

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- **Training Support Services:** Services provided to assist students achieve learning outcomes, including Language, Literacy and Numeracy (LLN) support, study skills programs, tutoring, assistive technology, IT support, and access to trainers and assessors.
- **Reasonable Adjustments:** Modifications to training delivery or assessment methods that enable students with disability to participate on an equal basis without compromising the integrity of the training product or competency standards, consistent with the Disability Standards for Education 2005.
- **Wellbeing Support Services:** Services addressing the mental, physical, social and spiritual wellbeing of students, including counselling referrals, mental health support, financial assistance information, accommodation guidance, and crisis support.
- **Student At Risk:** A student identified as potentially unable to complete their training within the expected duration due to academic performance, attendance, engagement, or personal circumstances.
- **Timely Response:** Response to student queries within defined timeframes (urgent: same business day; routine: within 2 business days; non-urgent: within 3 business days).
- **Disability:** As defined in the Disability Discrimination Act 1992, including physical, sensory, neurological, intellectual, learning, mental health conditions, and chronic health conditions that may affect learning.
- **VET Student Cohort:** The group of students enrolled in PAX training products, characterised by demographics, backgrounds, study modes, and support needs.
- **Critical Incident:** A traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury. This does not include serious academic misconduct.
- **International Student (Overseas Student):** A student enrolled at PAX on a student visa under the ESOS framework.

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## Policy Statements

### 1. Training Support Services (Standard 2.3)

PAX Institute determines and provides appropriate training support services to enable each VET student to successfully progress through their training product. The following principles guide this commitment:

- **Timetables and study load contextualised to cohort of students:** Training and assessment strategies are designed with PAX's cohort of students for each qualification in mind, determining appropriate and suitable training duration in course, and unit level to ensure maximising successful and authentic learning experience.

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- **Individualised Support Determination:** Support services are determined through pre-enrolment LLN assessment, enrolment information collection, orientation programs, and ongoing monitoring of student progress throughout the training journey.
- **Comprehensive Support Services Available:** Students have access to study skills support, LLN programs, tutoring, assistive technology, flexible scheduling, individualised trainer support, and academic counselling, all provided at no additional cost to students.
- **Reasonable Access to Staff:** Students have multiple channels to contact trainers, assessors, Student Support Officers, and administrative staff through face-to-face consultations, email, phone, and online platforms, with clearly communicated contact details and availability hours.
- **Designated Student Support Contact Officer:** PAX designates the Administration Manager as the official point of contact for international students, with access to up-to-date details of all support services.
- **Designated Academic Contact Officer:** PAX has designated academic officers for each cohort and group of students. Details of the designated officer is available to students to ensure seamless academic support.
- **Timely Response Standards:** All student queries are responded to within defined timeframes—urgent queries receive same-day response, routine queries within 2 business days, with performance monitored monthly through query tracking systems and student feedback.
- **Proactive Support for At-Risk Students:** Students identified as at risk through attendance monitoring, assessment performance, or trainer concerns receive immediate intervention including support meetings, individualised plans, additional tutoring, and regular progress reviews.
- **ESOS Framework Compliance:** All staff who interact directly with international students are aware of their obligations under the ESOS framework and the potential implications for international students arising from the exercise of these obligations.

## 2. Reasonable Adjustments for Students with Disability (Standard 2.4)

PAX Institute makes reasonable adjustments to support VET students with disability to access and participate in training and assessment on an equal basis, while maintaining the integrity of the training product.

- **Encouraging Disclosure:** PAX creates an inclusive environment that encourages students to disclose disability and support needs through pre-enrolment information, enrolment forms, orientation sessions, ongoing communication, and staff training in supportive responses.
- **Confidentiality and Privacy:** All disability information is treated as sensitive personal information, stored securely with restricted access, and shared only with staff who need it to implement adjustments, always with student consent.

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- **Collaborative Planning:** Reasonable adjustments are identified through collaborative discussions with students, Student Support Officers, trainers, and external specialists where appropriate, ensuring adjustments meet student needs while maintaining competency standards.
- **Training Product Integrity:** Adjustments never compromise the integrity of training products or competency standards. PAX will not provide adjustments that fundamentally alter the nature of competency standards or create unjustifiable hardship. To protect integrity of training and assessment, ensure student success, and provide timely support to students, particulars of course requirements are communicated to students as part of entry requirements through various sources of information, including PAX's website. These include any mandatory physical requirements for the courses.
- **Documentation and Review:** All reasonable adjustments are documented in individual student plans, regularly reviewed for effectiveness, and modified as needed based on student feedback and changing circumstances.
- **Staff Training and Awareness:** All trainers, assessors, and support staff receive training in disability awareness, inclusive practices, reasonable adjustment implementation, and privacy requirements.

### 3. Student Wellbeing Support (Standard 2.6)

PAX Institute identifies wellbeing needs of the VET student cohort and implements targeted strategies to support student mental, physical, social and spiritual wellbeing.

- **Safety on campus:** PAX will take all reasonable steps to provide a safe environment on campus or premises, and advise overseas students and staff on actions they can take to enhance their personal security and safety;
- **Comprehensive Wellbeing Services:** PAX provides wellbeing support including mental health information and referrals, financial counselling information, accommodation guidance, cultural adjustment support for international students, safety information, stress management resources, and crisis support through referrals or introduction of any paid or free resources e.g. MOST platform providing mental health support free and online to students aged 12 to 25. PAX also has an MoU in place with an external service provider of medical services for physical and mental health.
- **External Service Referrals:** PAX maintains current information about external wellbeing services, provides referrals to counselling services, legal services, health services, financial counselling, and specialist support organisations.
- **Legal Services Information:** PAX provides international students with clear information about accessing legal services, including community legal centres, migration advice, and tenancy support services.
- **Career Services:** PAX provides information about career planning and employment preparation services available to students.

- **General Safety Information:** PAX provides information about general safety in Australia, including personal safety, emergency services, accommodation safety, and campus security for all students, particularly international students.
- **Critical Incident Management:** PAX maintains documented critical incident procedures, designates a Critical Incident Response Team, maintains critical incident records for minimum 2 years, and provides appropriate support following critical incidents.
- **Wellbeing Monitoring and Intervention:** PAX monitors student wellbeing through attendance patterns, assessment submissions, trainer observations, and student communications, with proactive intervention for students showing wellbeing concerns.
- **Staff Training:** All staff receive training in recognising wellbeing concerns, appropriate responses, referral procedures, ESOS obligations, and critical incident management.

#### 4. National Code Standard 6 Compliance (International Students)

For international students, PAX ensures compliance with National Code Standard 6 through:

- **Designated Contact Officer:** The CEO and Administration Manager are designated as the contact officer with up-to-date knowledge of all support services. In times out of usual operational hours, CEO is the emergency contact for all students in need of support.
- **Information Provision:** PAX ensures international students receive information about support services before departure (in offer letters and pre-arrival information) and during orientation.
- **Support Services Access:** PAX provides information and referral to accommodation, legal, emergency and health services, facilities and resources, complaints and appeals processes, and course progress and attendance requirements.
- **ESOS Staff Training:** All staff who interact with international students complete documented training about ESOS framework obligations and maintain training records.

### Training Support Services

#### 1. Academic and Learning Support

Service	Description	Access Method
<b>Study Skills Support</b>	Guidance on time management, note-taking, exam preparation, research skills, and academic writing	Individual appointments with Student Support Officers or trainers, Content available through website of PAX
<b>LLN Support</b>	Targeted assistance with language, literacy and numeracy skills relevant to the training product	Tutoring sessions, adaptive learning materials, referrals to English language providers

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Service	Description	Access Method
<b>Learning Resources</b>	Access to textbooks, online materials, practice and supplementary readings	Learning management system, online
<b>Tutoring</b>	Additional instruction on course content from qualified trainers	Scheduled tutorial sessions
<b>Assessment Support</b>	Guidance on understanding assessment requirements, preparing submissions, and interpreting feedback	Pre-assessment consultations, post-assessment review sessions, assessment preparation workshops with trainers and assessors during scheduled timetabled hours

## 2. Technical and IT Support

Service	Description	Access Method
<b>IT Help</b>	Assistance with learning management system, email, online resources, and technical issues	Phone: (03) 9041 3466, In-person: meeting with academic officers
<b>Online Platform Support</b>	Training and troubleshooting for LMS, video conferencing, and online collaboration tools	Video tutorials, step-by-step guides, individual support sessions

## 3. Access to Staff

### Trainers and Assessors:

- Class timetables and tutorial timetables published to students
- In-class questions: During and after sessions

### Student Support Officers:

- Walk-in hours: Monday-Friday, 9:00am-5:00pm (Days may vary for each student, depending on their dedicated academic officer work schedule)
- Email: dedicated academic officer email
- Phone: (03) 9041 3466
- Appointments: To be arranged by call, email or drop in

### Administration Manager:

- By appointment for course-related concerns
- Email: Available
- Escalation point for unresolved issues

### Emergency Support:

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- By Phone or email, at all hours and days
- [Timple.j@pax.edu.au](mailto:Timple.j@pax.edu.au)
- 0432 053 115

## 4. Orientation and Onboarding Support

### All new students receive:

- Comprehensive orientation session covering campus facilities, learning systems, support services, policies and procedures, and expectations. Orientation program will cover at minimum:
  - support services available to assist overseas students to help them adjust to study and life in Australia;
  - English language and study assistance programs;
  - any relevant legal services;
  - emergency and health services;
  - the registered provider's facilities and resources;
  - complaints and appeals processes;
  - requirements for course attendance and progress, as appropriate;
  - the support services available to assist overseas students with general or personal circumstances that are adversely affecting their education in Australia; and
  - services overseas students can access for information on their employment rights and conditions, and how to resolve workplace issues, such as through the Fair Work Ombudsman.
- Welcome package with student handbook, timetable, staff contacts, and campus map
- LMS training and access setup
- Introduction to Student Support Officers
- Safety induction including emergency procedures

### International students additionally receive:

- Pre-arrival information pack
- Australian culture and study expectations briefing
- Living in Melbourne information session
- Visa obligations and ESOS framework overview
- Banking, transport, and healthcare setup guidance

Through PAX website and student handbook.

## 5. Career Services and Employment Support

PAX provides career services including:

- Resume and cover letter writing workshops (Subject to availability)
- Interview preparation sessions (Subject to availability)
- Job search strategies and labour market information
- Industry networking event information
- Work placement coordination and support
- Referrals to employment services and career counsellors

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## 6. Additional Support Services

### Legal Services Information:

- Community Legal Centres Victoria information
- Victoria Legal Aid contact details
- Migration agent referral (MARA registered)
- Tenancy advice services
- Consumer rights information

### Accommodation Support:

- Accommodation types and costs information
- Tenancy rights and responsibilities
- Emergency accommodation referrals
- Share house conflict resolution support

### Financial Support Information:

- Payment plan options for course fees
- Centrelink and government assistance information
- Financial counselling referrals
- Student discount and concession information
- Budgeting workshops

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## Reasonable Adjustments for Students with Disability

### 1. Disclosure and Consultation Process

#### Encouraging Disclosure:

PAX creates multiple opportunities for students to disclose disability and support needs:

#### Pre-Enrolment Stage:

- Course information materials state PAX's commitment to supporting students with disability
- Enrolment forms include optional disability disclosure questions
- Pre-Enrolment Officer discusses support needs during initial contact

#### Enrolment Stage:

- Enrolment form includes confidential disability disclosure section
- Administration staff trained to respond supportively and connect students with Student Support Officers
- Privacy and confidentiality assured

#### Orientation:

- Orientation sessions include information about reasonable adjustments and support services
- Student Support Officers present their role and availability

- Students encouraged to seek support at any time during their studies

## Ongoing Opportunities:

- Trainers mention support services in class
- Student Support Officers maintain visible presence
- Regular check-ins with international students and those who disclosed support needs
- Students can disclose at any point in their studies

## Supportive Response to Disclosure:

When students disclose disability, PAX staff:

- Respond positively and supportively without judgement
- Thank the student for sharing information
- Arrange confidential meeting with Student Support Officer
- Assure privacy and explain how information will be used
- Focus on solutions and support available rather than limitations

## 2. Collaborative Adjustment Planning

### Consultation Meeting Process:

Student Support Officers conduct structured consultation meetings that:

#### 1. Listen to Student Experience:

- Ask student to describe their disability and how it affects their learning
- Understand student's own insights about helpful strategies
- Discuss previous adjustments that worked well or didn't work
- Recognise student as expert on their own disability

#### 2. Gather Relevant Information:

- Review medical documentation if provided (not mandatory for all adjustments)
- Understand specific training product requirements
- Identify which units/assessments may require adjustments
- Consider any work placement implications

#### 3. Explore Adjustment Options:

- Brainstorm possible adjustments collaboratively
- Discuss feasibility of each option
- Consider effectiveness for student's specific needs
- Ensure adjustments maintain competency requirements

#### 4. Consult Relevant Staff:

- Involve trainers/assessors in planning where appropriate
- Confirm adjustments are reasonable and implementable
- Discuss any concerns about training product integrity
- Establish clear implementation procedures

#### 5. Document Agreements:

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- Create written Reasonable Adjustments Plan
- Specify exactly what adjustments will be provided
- Clarify staff responsibilities for implementation
- Set review date (typically after first use)
- Obtain student's agreement to plan

### 3. Types of Reasonable Adjustments

#### Assessment Adjustments (Examples):

- Extended time for written assessments (typically time-and-a-half)
- Rest breaks during long assessments
- Alternative assessment formats (oral instead of written, or vice versa)
- Use of assistive technology (screen readers, speech-to-text)
- Separate, quiet assessment room
- Large print or electronic assessment materials
- Alternative demonstration methods for practical skills

#### Teaching and Learning Adjustments (Examples):

- Provision of notes prior to class
- Audio recording of lectures
- Preferential seating (front of class, near door)
- Flexible attendance arrangements for health appointments
- Modified timetabling to manage fatigue
- Access to classes via video link when unable to attend
- Additional demonstrations or repetitions of practical skills

#### Communication Adjustments (Examples):

- Auslan interpreter for deaf students
- Note-takers in class
- Written instructions for oral directions
- Extra clarification time with trainers
- Email communication for students with speech difficulties

#### Physical Access Adjustments (Examples):

- Wheelchair-accessible classrooms
- Accessible parking arrangements
- Modified equipment or workstations
- Assistance with carrying materials

#### Adjustment Boundaries:

PAX will not provide adjustments that:

- Fundamentally alter the nature of competency standards
- Compromise training product integrity
- Create unjustifiable hardship for PAX
- Pose health and safety risks that cannot be mitigated
- Provide unfair advantage over other students

When adjustments are not reasonable, PAX:

- Explains reasons clearly and respectfully
- Explores alternative adjustments
- Discusses whether alternative training products might be more suitable
- Provides referral to specialist disability services for additional support options

## 4. Implementation and Review

### Implementation Procedures:

#### 1. Communication to Trainers:

- Student Support Officer provides adjustment plan to relevant trainers
- Face-to-face briefing on implementation requirements
- Ongoing availability for questions or concerns

#### 2. Student Briefing:

- Student receives copy of adjustment plan
- Clear explanation of how to access adjustments
- Encouragement to provide feedback on effectiveness

#### 3. Monitoring:

- Student Support Officer checks implementation after first use
- Trainers report any implementation challenges
- Regular check-ins with student about adjustment effectiveness

#### 4. Review and Modification:

- Formal review after first assessment or scheduled date
- Adjustments modified based on effectiveness
- Plan updated with any changes
- Continuous flexibility as needs change

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## Student Wellbeing Support

### 1. Wellbeing Needs Identification

#### Annual Wellbeing Needs Analysis:

The Chief Executive Officer conducts comprehensive annual analysis examining:

#### Training Product Demands:

- Assessment schedules and intensity
- Work placement requirements and challenges
- Course duration and workload
- Content that may be emotionally challenging
- Physical demands of practical training

#### Student Cohort Demographics:

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- Age ranges and life stages
- International vs domestic student proportions
- Cultural and linguistic diversity
- Socioeconomic backgrounds
- Geographic location (metropolitan, regional, remote)
- Study mode (full-time, part-time, online)

### Previous Wellbeing Data:

- Student feedback about stressors and challenges
- Wellbeing concern logs and patterns
- Critical incident reports
- Attendance and engagement trends
- Withdrawal reasons and exit interviews

### Sector Research and Best Practice:

- VET sector wellbeing reports and research
- International student wellbeing studies
- Mental health statistics for relevant age groups
- Emerging wellbeing issues (cost of living pressures, housing shortages)

### Environmental and External Factors:

- Economic conditions (employment, cost of living)
- Housing availability and affordability
- Public health situations
- Natural disasters or community trauma
- Social and political climate

### Documentation:

Results are taken into consideration, including:

- Summary of identified wellbeing needs
- Risk assessment for each identified need
- Comparison to previous years' trends
- Recommendations for wellbeing strategies
- Approval by CEO

## 2. Wellbeing Strategy Development

Based on the annual needs analysis, PAX develops and documents strategies across identified needs in its student support policy and other resources, including but not limited to:

Wellbeing Need	PAX Strategies
<b>Mental Health &amp; Stress Management</b>	<ul style="list-style-type: none"> <li>• Mental health information in orientation</li> <li>• Stress management workshops (weekly during assessment periods)</li> <li>• Referral to counselling services (list of bulk-billing options provided)</li> </ul>

Wellbeing Need	PAX Strategies
	<ul style="list-style-type: none"> <li>• Mental Health First Aid trained Student Support Officers</li> <li>• Online resources promoted (Beyond Blue, headspace, Lifeline)</li> <li>• Study space design with quiet/relaxation areas</li> </ul>
<b>Assessment Anxiety</b>	<ul style="list-style-type: none"> <li>• Assessment preparation workshops</li> <li>• Breaking down assessment requirements in class</li> <li>• Practice assessments and feedback opportunities</li> <li>• Individual support meetings before major assessments</li> <li>• Peer study groups facilitated</li> </ul>
<b>Financial Wellbeing</b>	<ul style="list-style-type: none"> <li>• Financial planning information in orientation</li> <li>• Referral to financial counselling (National Debt Helpline, Financial Counselling Victoria)</li> <li>• Payment plan options for course fees</li> <li>• Information about Centrelink benefits, concession cards</li> <li>• Student discounts information</li> <li>• Emergency financial assistance referrals</li> </ul>
<b>Accommodation &amp; Housing</b>	<ul style="list-style-type: none"> <li>• Accommodation guide for new students</li> <li>• Tenancy rights and responsibilities information</li> <li>• Referral to emergency accommodation services</li> <li>• Share house conflict resolution support</li> <li>• Housing affordability information</li> </ul>
<b>Cultural Adjustment (International)</b>	<ul style="list-style-type: none"> <li>• International student orientation (culture, norms, expectations)</li> <li>• Peer mentoring program</li> <li>• Cultural celebration events</li> <li>• English conversation practice groups</li> <li>• Links to cultural community organisations</li> </ul>
<b>Social Connection</b>	<ul style="list-style-type: none"> <li>• Student social events and activities</li> <li>• Study groups and peer learning</li> <li>• Student common areas and facilities</li> <li>• Buddy programs for new students</li> <li>• Online student community groups</li> </ul>
<b>Physical Health</b>	<ul style="list-style-type: none"> <li>• Information about accessing healthcare in Australia</li> <li>• Referrals to GPs and medical services</li> <li>• OSHC information (international students)</li> <li>• Healthy lifestyle information</li> <li>• Ergonomic workspace setup</li> </ul>
<b>Safety and Security</b>	<ul style="list-style-type: none"> <li>• Campus safety orientation</li> <li>• Personal safety in Melbourne information</li> </ul>

Wellbeing Need	PAX Strategies
	<ul style="list-style-type: none"> <li>• Emergency procedures and contacts</li> <li>• Support for students experiencing family violence</li> <li>• Critical incident response procedures</li> </ul>
<b>Work-Life-Study Balance</b>	<ul style="list-style-type: none"> <li>• Flexible attendance options where possible</li> <li>• Time management strategies</li> <li>• Workload management advice</li> <li>• Extension and deferral options when appropriate</li> </ul>

### 3. Direct Wellbeing Support Services

PAX provides directly:

Service	Description	Access
<b>Student Support Officers</b>	First point of contact for wellbeing concerns, triage and referral, ongoing support	Walk-in, appointment, phone, email
<b>Wellbeing Workshops</b>	Regular group workshops on wellbeing topics (stress management, budgeting, time management)	Scheduled sessions, free, recorded for online students
<b>Peer Support Programs</b>	Connecting students with peer mentors and study buddies	Coordinated by Student Support Officers
<b>Financial Support Information</b>	Information sessions and individual guidance on payment plans, government assistance	Appointments with Administration team
<b>Study Skills Support</b>	Practical strategies for managing study demands and assessment preparation	Group workshops and individual support
<b>Emergency Response</b>	Immediate support in crisis situations	Critical Incident Response Team

### 4. External Wellbeing Support Services

PAX provides information about and facilitates referrals to external wellbeing services. Student Support Officers maintain current contact details and can assist students to access these services.

#### NATIONAL RESOURCES

##### Crisis and Emergency Support:

- Lifeline (24/7 crisis support): 13 11 14 | <https://www.lifeline.org.au>
- Suicide Call Back Service (24/7): 1300 659 467 | <https://www.suicidecallbackservice.org.au>
- Kids Helpline (5-25 years, 24/7): 1800 55 1800 | <https://kidshelpline.com.au>

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- 1800RESPECT (family violence, 24/7): 1800 737 732 | <https://www.1800respect.org.au>
- Police Emergency: 000
- Police non-emergency: 131 444

## Mental Health Support:

- Beyond Blue (depression/anxiety): 1300 22 4636 | <https://www.beyondblue.org.au>
- headspace (12-25 years): (03) 9027 0100 | <https://headspace.org.au>
- SANE Australia: 1800 187 263 | <https://www.sane.org>
- MindSpot (online mental health service): 1800 61 44 34 | <https://www.mindspot.org.au>
- Head to Health (mental health gateway): <https://www.headtohealth.gov.au>
- MOST (free online mental health support for students aged 12 to 25): <https://www.most.org.au/>

## Health Services:

- Healthdirect (24/7 health advice): 1800 022 222 | <https://www.healthdirect.gov.au>
- Better Health Channel: <https://www.betterhealth.vic.gov.au>
- Study Australia - Health and Wellbeing: <https://www.studyaustralia.gov.au/en/life-in-australia/student-support-services/health-and-wellbeing>

## International Student Specific:

- Study Melbourne Student Centre: (03) 9655 1800 | <https://www.studymelbourne.vic.gov.au>
- Study in Australia: <https://www.studyinaustralia.gov.au>
- International Student Support (Victoria): <https://www.study.vic.gov.au/en/student-support>

## Family Violence Support:

- Safe Steps (Victoria, 24/7): 1800 015 188 | <https://www.safesteps.org.au>
- Victims of Crime Helpline (Victoria): 1800 819 817
- Sexual Assault Crisis Line (Victoria, 24/7): 1800 806 292

## Financial Support:

- National Debt Helpline (free financial counselling): 1800 007 007 | <https://ndh.org.au>
- Financial Counselling Victoria: <https://fcvic.org.au>
- Centrelink (Australian Government payments): 13 24 68 | <https://www.servicesaustralia.gov.au/centrelink>
- MoneySmart (financial guidance): <https://moneysmart.gov.au>

## Legal Services:

- Victoria Legal Aid: 1300 792 387 | <https://www.legalaid.vic.gov.au>
- Community Legal Centres Victoria: [https://www.fclc.org.au/find\\_a\\_community\\_legal\\_centre](https://www.fclc.org.au/find_a_community_legal_centre)
- Law Institute of Victoria Referral Service: (03) 9607 9311 | <https://www.liv.asn.au>
- Tenants Victoria (tenancy advice): (03) 9416 2577 | <https://www.tenantsvic.org.au>
- Migration Agents Registration Authority: <https://www.mara.gov.au>

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- Free Legal Advice Schemes: <https://www.liv.asn.au/Practising-Law/About-Practising-Law/Community-Legal-Services/Free-Legal-Advice-Schemes>

## Employment Rights:

- Fair Work Ombudsman: 13 13 94 | <https://www.fairwork.gov.au>
- Fair Work Commission: 1300 799 675 | <https://www.fwc.gov.au>
- SafeWork Victoria (workplace safety): 1800 136 089 | <https://www.worksafe.vic.gov.au>

## Accommodation:

- Launch Housing (homelessness services): 1800 825 955 | <https://www.launchhousing.org.au>
- Salvation Army Crisis Services: 13 SALVOS (13 72 58) | <https://www.salvationarmy.org.au>
- HomeGround Services: (03) 8378 4700 | <https://www.homeground.org.au>
- Study Melbourne Accommodation: <https://www.studymelbourne.vic.gov.au/live/accommodation>

## Consumer Protection:

- Consumer Affairs Victoria: 1300 558 181 | <https://www.consumer.vic.gov.au>
- Scamwatch: <https://www.scamwatch.gov.au>
- Australian Competition and Consumer Commission: 1300 302 502 | <https://www.accc.gov.au>

## Disability Support:

- Job Access (employment support for disability): 1800 464 800 | <https://www.jobaccess.gov.au>
- National Disability Insurance Scheme (NDIS): 1800 800 110 | <https://www.ndis.gov.au>
- Vision Australia: 1300 84 74 66 | <https://www.visionaustralia.org>
- Deaf Victoria: (03) 9473 1111 | <https://www.deafvictoria.org.au>

## Multicultural and Settlement Support:

- Multicultural Hub Victoria: <https://multiculturalhub.org.au>
- Settlement Services International: <https://www.ssi.org.au>
- Translating and Interpreting Service (TIS): 131 450 | <https://www.tisnational.gov.au>

## Alcohol and Drug Support:

- DirectLine (24/7 alcohol/drug counselling): 1800 888 236 | <https://directline.org.au>
- Alcoholics Anonymous: <https://aa.org.au>
- SMART Recovery Australia: <https://smartrecoveryaustralia.com.au>

## Education Support:

- Australian Skills Quality Authority (ASQA): <https://www.asqa.gov.au>
- Overseas Students Ombudsman: 1300 362 072 | <https://www.ombudsman.gov.au/How-we-can-help/overseas-students>

## VICTORIA-SPECIFIC RESOURCES

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## Mental Health (Victoria):

- CADA Mental Health Services (Melbourne): (03) 9427 7299 | <https://cada.asn.au>
- Orygen (youth mental health 12-25): (03) 9966 9100 | <https://www.orygen.org.au>
- Victorian Aboriginal Health Service: (03) 9419 3000 | <https://www.vahs.org.au>

## Health (Victoria):

- Dentistry for All (low-cost dental): (03) 9650 2100
- Royal Melbourne Hospital: (03) 9342 7000
- St Vincent's Hospital Melbourne: (03) 9231 2211
- Melbourne Sexual Health Centre: (03) 9341 6200 | <https://www.mshc.org.au>

## Housing and Tenancy (Victoria):

- Consumer Affairs Victoria - Renting: <https://www.consumer.vic.gov.au/housing>
- Tenants Victoria: (03) 9416 2577 | <https://www.tenantsvic.org.au>
- Residential Tenancies Bond Authority: 1300 137 164 | <https://www.rtba.vic.gov.au>
- Melbourne City Mission (housing support): 1800 489 111

## 5. Communication of Support Services

PAX ensures students are aware of support services through multiple communication channels:

### During Orientation:

- Comprehensive presentation on all available services
- Student handbook with contact details
- Campus tour including support service locations
- Welcome package with resource cards

### Throughout Course:

- Regular email updates about support services and workshops
- Displays on campus
- LMS announcements and resources section
- Trainer mentions in class when relevant
- Student Support Officer visibility on campus
- Social media posts about services and events

### Targeted Communication:

- Pre-assessment emails about study support services
- Check-in emails for international students at 4 weeks
- Outreach to students showing attendance concerns
- Direct contact for students identified as at-risk

### Website and Online Resources:

- Dedicated "Student Wellbeing" page on PAX website
- Comprehensive list of all support services with descriptions
- Downloadable resources (guides, tip sheets)
- Links to external services organised by category

# PAX-S04 Student Training and Wellbeing Support Policy

- Video content (virtual tours, student testimonials, wellbeing tips)
- Contact form for support requests

## Staff Integration:

- Trainers mention support services when relevant
- Student Support Officers make proactive contact with specific student groups
- Peer mentors share information informally
- Student social media groups include support information

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## Roles and Responsibilities

### Chief Executive Officer:

- Conducts annual wellbeing needs analysis
- Oversees critical incident responses
- Acts as primary EMERGENCY contact point for international students including during weekends, and holidays
- Maintains up-to-date knowledge of all support services
- Liaises with external service providers for MoU and referral arrangements
- Implements ESOS framework requirements
- Approves wellbeing strategies and policies
- Ensures adequate resourcing for support services
- Reviews support service performance reports
- Oversees critical incident responses
- Authorises third-party support service agreements

### Quality and Compliance Manager

- Coordinates student feedback collection and analysis
- Monitors support service effectiveness and student query response times
- Reviews policy and identifies improvement opportunities
- Maintains external support service contact lists
- Coordinates staff training on support services, ESOS obligations
- Reports on support service performance to CEO
- Oversees academic support delivery
- Works with Student Support Officers on at-risk student interventions
- Approves reasonable adjustments plans
- Monitors trainer responsiveness to student queries
- Ensures training and assessment strategies include support considerations

### Training and Administration Manager (Designated Contact Officer for International Students):

- Acts as primary contact point for international students
- Maintains up-to-date knowledge of all support services
- Oversees orientation programs
- Ensures documented processes for student support

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# PAX-S04 Student Training and Wellbeing Support Policy

- Coordinates campus safety measures and emergency procedures
- Manages query tracking system
- Liaises with external service providers for referrals
- Implements ESOS framework requirements

## Student Support Officers:

- First point of contact for student support needs
- Conducts support meetings and develops intervention plans
- Coordinates reasonable adjustments implementation
- Delivers wellbeing workshops
- Makes external referrals and provides service information
- Tracks student queries and concerns
- Monitors individual student progress
- Provides disability consultation and adjustment planning
- Maintains student support documentation

## Trainers and Assessors:

- Monitor student progress and engagement
- Identify students requiring support
- Respond to student queries within timeframes
- Implement reasonable adjustments as documented
- Attend disability and wellbeing training
- Report concerns to Student Support Officers
- Adjust teaching approaches based on cohort needs
- Maintain supportive, inclusive learning environment

## Administration Staff:

- Manage student records including support service documentation
- Process reasonable adjustments requests
- Maintain query tracking system
- Distribute feedback surveys
- Coordinate LMS access and IT support
- Schedule support meetings
- Maintain critical incident records

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## Implementation Procedures

### 1. Pre-Enrolment Support Needs Identification

#### LLN Assessment:

- All prospective students complete LLN assessment during pre-enrolment process
- Assessment results identify students requiring LLN support
- Results discussed with prospective students during pre-training review
- LLN support options explained and agreed

#### Support Needs Discussion:

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# PAX-S04 Student Training and Wellbeing Support Policy

- Pre-Enrolment Officer discusses support needs during initial contact
- Information collected about disability, English language proficiency, previous education, personal circumstances affecting study
- Support services overview provided
- Referral to Student Support Officer arranged if needed

## Documentation:

- Support needs recorded in student file
- LLN assessment results filed
- Pre-training review outcome documented

## 2. Enrolment and Orientation

### Enrolment Form:

- Includes optional disability disclosure section
- Collects information about support needs
- Provides privacy notification about how information will be used

### Orientation Program:

- All new students attend comprehensive orientation
- Support services presentation by Student Support Officer
- Campus facilities tour including support service locations
- Student handbook distributed with all contact details
- LMS training and access setup
- Safety induction including emergency procedures

### International Student Orientation:

- Additional sessions covering
  - living in Australia,
  - cultural adjustment,
  - visa obligations,
  - ESOS framework,
  - healthcare access,
  - banking and transport
  - safety matters
  - academic Responsibilities

## 3. Ongoing Progress Monitoring

### Attendance Monitoring:

- Student Management System and relevant spreadsheets track attendance
- Student Support Officers contact students with attendance concerns

### Assessment Performance Monitoring:

- Trainers review assessment results for patterns
- Students with repeated not-yet-satisfactory results flagged

# PAX-S04 Student Training and Wellbeing Support Policy

- Intervention meetings scheduled

## Trainer Observations:

- Trainers monitor engagement, participation, wellbeing indicators
- Report concerns to Academic Officers
- Early intervention for students showing distress

## Student Communications:

- Monitor student query patterns for issues
- Follow up on students who disengage from communication
- Proactive check-ins for vulnerable student groups

## 4. At-Risk Student Intervention

### Identification:

Students are identified as at-risk through:

- Two or more not-yet-satisfactory assessment results
- Trainer concerns about engagement or wellbeing
- Student self-referral for support

### Intervention Process:

Documented intervention and academic process, detailed in Training, Assessment and Course progress policies.

## 5. Query and Response Management

### Query Tracking System:

- All student queries are logged
- Categories: academic, administrative, technical, wellbeing, assessment
- Priority levels assigned: urgent, routine, non-urgent
- Staff member assigned
- Response timeframes monitored

### Response Timeframes:

- Urgent (safety, critical incidents, crisis): Same business day
- Routine (course information, assessment clarification): Within 2 business days
- Non-urgent (general inquiries): Within 3 business days

### Monitoring:

- CEO reviews query data
- Analysis of response timeframe compliance
- Identification of patterns or systemic issues
- Follow-up on overdue queries
- Report to management

## 6. Reasonable Adjustments Implementation

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## Request Process:

1. Student discloses disability (any time during enrolment)
2. Meeting scheduled with Student Support Officer within 5 business days
3. Consultation meeting conducted
4. Reasonable Adjustments Plan developed collaboratively with trainer and assessor
5. Plan documented and approved
6. Communication to relevant trainers
7. Implementation begins

## Documentation:

- Reasonable Adjustments Plan stored in student file
- Copy provided to student
- Copy provided to relevant trainers
- Implementation checklist used
- Review dates scheduled

## Review and Modification:

- Review scheduled after first use
- Ongoing monitoring of effectiveness
- Student feedback sought regularly
- Plan modified as needed
- Changes documented

## 7. External Referral Process

When students require external specialist support:

1. **Assess Need:**
  - Student Support Officer identifies need for external specialist
  - Discusses referral with student
  - Explains service and process
2. **Provide Information:**
  - Up-to-date contact details provided
  - Service description and what to expect
  - Any costs explained
  - Appointment booking assistance if needed
3. **Facilitate Connection:**
  - Referral letter or phone call if appropriate
  - Follow-up with student to confirm connection made
  - Ongoing support while accessing external service
4. **Document:**
  - Referral recorded in student file
  - Follow-up documented
  - Consent obtained for any information sharing

## 8. Critical Incident Management

### Critical Incident Response Team:

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# PAX-S04 Student Training and Wellbeing Support Policy

- CEO (or delegate)
- Quality and Compliance Manager
- Training and Administration Manager
- Student Support Officer
- Relevant trainer/assessor

## Response Procedures:

### 1. Immediate Response:

- Ensure safety of all students and staff
- Contact emergency services if required (000)
- Activate Critical Incident Response Team
- Implement Critical Incident Response Plan

### 2. Student Support:

- Check on affected students
- Provide immediate psychological first aid
- Arrange professional counselling referrals
- Maintain regular contact with affected students

### 3. Communication:

- Notify relevant stakeholders (students, staff, families as appropriate)
- Comply with ESOS reporting requirements for international students
- Provide updates as situation develops

### 4. Documentation:

- Record all details of incident
- Document all actions taken
- Maintain records for minimum 2 years
- Report to CEO and Board if required

### 5. Follow-up:

- Ongoing support for affected students
- Debriefing for staff involved
- Review and improvement of procedures
- Documentation in Continuous Improvement Register

## 9. Online and Distance Student Support

For students studying online or distance:

### Communication Procedures:

- Weekly email updates
- Scheduled online check-in meetings (fortnightly minimum)
- Video conferencing for support meetings
- Phone support during business hours
- 24/7 email support (response within 2 business days)

### Support Access:

- All support services available via online platforms
- Online workshops recorded for asynchronous access
- Digital resources accessible via LMS

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# PAX-S04 Student Training and Wellbeing Support Policy

- Virtual office hours with trainers and Student Support Officers

**Monitoring:**

- LMS engagement monitoring
- Assessment submission tracking
- Proactive outreach for students showing disengagement
- Regular communication to maintain connection

**Documentation:**

- Support meeting notes recorded
- Regular contact maintained and documented

**10. Staff Training**

**All Staff Training:**

- ESOS framework obligations (annually)
- Critical incident response procedures
- Student wellbeing awareness
- Query management and response protocols

**Student Support Officers Training:**

- Disability awareness and support
- Mental Health First Aid certification
- Reasonable adjustments planning
- Crisis intervention
- Referral procedures and external services

**Trainers and Assessors Training:**

- Recognising student distress
- Supportive responses
- Reasonable adjustments implementation
- Inclusive teaching practices

**Monitoring and Review**

**Monitoring Mechanisms**

What is Monitored	How	Frequency	Responsible
Student Query Response Times	Query tracking system reports, performance against timeframes	Monthly	CEO
At-Risk Student Interventions	Intervention plan completion rates, student progress data	Monthly	Student Support Officers, Administration Manager

## PAX-S04 Student Training and Wellbeing Support Policy

What is Monitored	How	Frequency	Responsible
Reasonable Adjustments Implementation	Adjustment plan reviews, student feedback, trainer reports	Per student, reviewed after first use	Student Support Officers, Trainer and assessor, QA Manager
Support Service Access	Service usage data, attendance at workshops, referral numbers	Quarterly	QA Manager
Student Feedback on Support	Mid-course and end-course surveys, focus groups	Each term	QA Manager
Wellbeing Concern Trends	Concern logs, critical incident reports, attendance patterns	Quarterly	QA Manager
External Referral Outcomes	Student follow-up, external service feedback	Quarterly	Administration Manager, Student Support Officers
Staff Training Compliance	Training records, ESOS training attendance	Annually	QA Manager
Third-Party Support Service Quality	Service audits, student feedback, contract compliance	Annually	Administration Manager, A Manager, CEO
ESOS Compliance	Student query response times, student feedback	Monthly	QA Manager
Campus Safety Measures	Safety audits, incident reports	Quarterly	Administration Manager,

### Review and Continuous Improvement

This policy is reviewed annually or when required by the Quality and Compliance Manager. Reviews identify improvement opportunities recorded in the Continuous Improvement Register with actions assigned, tracked, and evaluated for effectiveness.

### Relevant Documents and Records

- Student Cohort Wellbeing Profile
- Course-Specific Wellbeing Risk Assessment
- Wellbeing Strategy Plan
- Reasonable Adjustments Plans (individual student files)
- Student Support Intervention Plans
- Query Tracking System and Reports

## PAX-S04 Student Training and Wellbeing Support Policy

- Student Feedback Surveys (mid-course, end-course)
- Wellbeing Concern Logs
- Critical Incident Register and Records (maintained minimum 2 years)
- Critical Incident Policy and Procedures
- Student Attendance Records
- Assessment Results and Progress Reports
- Support Service Access Logs (workshops, tutoring, career services, etc.)
- Staff Training Records (disability awareness, wellbeing, mental health first aid, ESOS framework)
- External Service Provider Agreements and Contact Lists
- Legal Services Referral Records
- Third-Party Support Service Reports
- ESOS Staff Training Records and Attendance
- Continuous Improvement Register
- Complaints and Appeals Policy and Procedure
- Student Code of Conduct
- Privacy Policy
- Student Handbook
- Orientation Program Materials
- General Safety in Australia Information Materials
- Campus Safety Procedures
- Training Policy
- Assessment Policy
- Student course progress information
- Evidence of LLN Assessment including student application form and LLN test documents
- Website of PAX Institute

## Self-Assurance Questions and Answers

### Standard 2.3 Questions:

#### 1. How do your RTO staff, or any third parties, identify student needs and monitor their progress to determine the training support services to be provided to each student?

PAX Institute identifies student needs and monitors progress through a multi-stage process throughout the student journey.

**Pre-Enrolment Identification:** Students complete enrolment forms including optional disability disclosure. Information is treated as sensitive and used solely to plan appropriate support.

PAX conducts Language, Literacy and Numeracy (LLN) and digital literacy assessment using various tools. Admissions Officers discuss results with prospective students and marketing officer - engage in structured conversations about previous education, learning preferences, disabilities, English proficiency, work commitments, and technology access to identify potential barriers.

#### Enrolment Stage:

**Orientation:** All students attend mandatory orientation where Student Support Officers present available services, explain access methods, and encourage help-seeking. International students receive additional sessions addressing cultural adjustment, visa obligations, healthcare access, and wellbeing.

#### Ongoing Progress Monitoring:

- Attendance Monitoring: Automated alerts notify Student Support Officers when attendance falls below 80% for early intervention.
- Assessment Performance: After two consecutive not-yet-satisfactory results or concerning patterns, intervention meetings are scheduled.
- Trainer Observations: Trainers monitor engagement, participation, and wellbeing, reporting concerns about behaviour changes or distress.
- Student Self-Referral: Students can access support anytime through multiple channels.

**Intervention and Support Provision:** Student Support Officers meet with students to understand challenges, develop individualised support plans, and establish regular check-ins. Support includes LLN tutoring, study skills workshops, additional consultation time, flexible attendance, reasonable adjustments, wellbeing support, and financial assistance.

#### 2. How do you make sure that students are aware of available training and assessment support services and how to access them?

PAX uses comprehensive communication through multiple channels throughout the student journey.

**Pre-Enrolment and Enrolment:** Website and publicly available information about PAX prominently feature support services. Marketing Officers explicitly discuss available support.

## PAX-S04 Student Training and Wellbeing Support Policy

The Student Handbook contains detailed information about all services with contact details and access methods.

**Orientation:** Student Support Officers or a delegate staff member deliver dedicated presentations covering all services, access methods, contact details, and office locations. International students receive additional sessions covering specific support needs.

### Ongoing Communication:

- **Student Handbook:** Print and digital versions with comprehensive support sections.
- **Email Communication:** Regular emails including welcome messages, pre-assessment reminders, and check-ins for at-risk students.
- **Campus Visibility:** Posters, digital displays, clearly signposted offices with open-door policy, and informed reception staff.
- **Website:** Dedicated Student Wellbeing page with comprehensive service information, downloadable resources, and contact forms.
- **Staff Integration:** Trainers mention services when relevant, Student Support Officers make proactive contact, and peer mentors share information.

**Accessible Communication:** Information provided in plain English, with visual aids, translations for international students, audio versions, large print, and screen-reader accessible digital formats.

**Repeated Messaging:** Information repeated at strategic times including term start, before assessments, mid-term, when concerning patterns emerge, and during life transitions.

### 3. How do you respond in a timely manner to student queries and make sure that trainers, assessors and other staff who deliver services to students are reasonably accessible to students?

PAX ensures timely responses through defined timeframes, query tracking, multiple channels, and performance monitoring.

#### Response Standards:

- Urgent Queries: Same business day response with after-hours emergency contact.
- Routine Queries: Response within 5 business days.
- Non-Urgent Queries: Response within 10 business days.

Timeframes are communicated in Student Handbook and on website, with compliance monitored monthly.

**Query Tracking System:** All queries logged with date, category, priority, assigned staff, response date, and resolution. Quality and Compliance Manager reviews monthly to monitor compliance, identify bottlenecks, analyse patterns, and ensure accountability.

#### Access to Trainers and Assessors:

- Multiple Contact Channels: Email (2 business days response), appointments, in-class questions, and LMS messaging.

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# PAX-S04 Student Training and Wellbeing Support Policy

- In-Class Accessibility: Available after classes and during practical sessions.
- Proactive Communication: Contact students showing concerning patterns.

## Access to Student Support Officers:

- Walk-In Hours: Monday-Friday, 9:00am-4:00pm without appointment.
- Appointments for a later date: via email or in person
- Multiple Contact Methods: Email, phone, and in-person.
- Proactive Outreach: Contact at-risk students and international students at key timepoints.

Monitoring and Improvement: Monthly review of response times, student feedback surveys, staff workload reviews, and implementation of improvements when issues identified.

## Standard 2.4 Questions:

### 1. How do you create an environment that supports students with disability to disclose their circumstances so that you can plan support?

PAX creates supportive disclosure environment through multiple strategies that encourage sharing while protecting privacy.

**Pre-Enrolment and Enrolment:** Marketing Officers discuss support needs, normalising disclosure. Enrolment forms include optional, confidential disability disclosure section. Staff respond positively and connect students with Student Support Officers within 5 business days.

**Orientation and Ongoing Opportunities:** Orientation covers disability support and reasonable adjustments. Students can disclose anytime throughout enrolment, recognising comfort levels vary and conditions may develop during studies.

**Inclusive Language and Privacy Protection:** PAX uses inclusive, non-stigmatising language focusing on support and enabling success. All disability information is treated as sensitive, stored securely with restricted access, and only shared with staff who need it to implement adjustments, with student consent.

**Visible Commitment:** PAX demonstrates commitment through accessible facilities, assistive technology, inclusive teaching practices, positive disability representation, and employment of staff with disability when possible.

**Staff Training:** All staff receive training in responding positively to disclosure including thanking students, expressing commitment to support, avoiding negative language, focusing on solutions, and promptly connecting students with Student Support Officers.

**Culture Building:** Students receiving helpful support share positive experiences, creating word-of-mouth that encourages disclosure. PAX cultivates culture where seeking support is normalised and valued.

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### 2. How do you engage with students (and others, as appropriate) to collaboratively identify and agree on reasonable adjustments that can be made?

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# PAX-S04 Student Training and Wellbeing Support Policy

PAX engages through structured collaborative process centring student expertise.

**Initial Consultation:** Student Support Officer schedules confidential meeting. Officer asks students to describe their disability, how it affects learning, what adjustments have helped previously, and what support they need.

**Gathering Information:** Officer reviews medical documentation when appropriate, examines training product requirements, and discusses previous educational experiences.

**Exploring Adjustments:** Officer and student collaboratively brainstorm options including assessment adjustments (extended time, alternative formats, assistive technology), teaching adjustments (notes prior to class, flexible attendance), communication adjustments (interpreter, written instructions), and physical access adjustments (accessible classrooms, modified equipment).

**Involving Trainers and Assessors:** Trainers and Assessors provide input on practical implementation, suggest alternatives, and confirm adjustments maintain competency standards.

**Ensuring Integrity:** Officer confirms with QA Manager that adjustments enable equal participation without altering competency standards, don't provide unfair advantage, and allow demonstration of essential skills. If adjustment would compromise integrity, PAX explores alternatives or discusses alternative training products.

**Documentation and Communication:** Adjustments documented in written Reasonable Adjustments Plan with student receiving copy. With student consent, plan provided to trainers with face-to-face briefing.

**Review and Modification:** After first use, designated student support / academic officer contacts student to review effectiveness and modify based on feedback. Reviews continue periodically as needs may change.

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### 3. What is your reasoning process when determining whether an adjustment is 'reasonable', in line with the Disability Discrimination Act and the Disability Standards for Education?

PAX's reasoning process follows structured assessment aligned with Disability Discrimination Act 1992 and Disability Standards for Education 2005.

**Assessment Criteria:** When determining reasonableness, PAX considers:

1. **Benefit or Detriment to Student:** How significantly adjustment benefits participation and what detriment occurs without it.
2. **Training Product Integrity:** Whether adjustment maintains ability to assess competency standards and essential skills.
3. **Financial Cost and Resources:** Cost incurred and whether it imposes unjustifiable hardship.

4. **Feasibility and Practicality:** Whether adjustment can be implemented effectively with existing resources.
5. **Effect on Others:** Impact on other students' learning and burden on staff.

Essential vs Non-Essential Elements:

- **Essential:** Core skills in competency standards, workplace safety skills, abilities related to training outcome.
- **Non-Essential:** Specific teaching methods, assessment formats, task timeframes, specific resources.

When Not Reasonable: Student support/ academic officer explains reasoning, explores alternatives, discusses different training products if needed, and provides referral to external services. Student can appeal through Complaints and Appeals process.

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## Standard 2.6 Questions:

### 1. What systems and processes do you have in place to identify the wellbeing support services that might be needed by the student cohorts you deliver training to?

PAX identifies wellbeing services through systematic process incorporating multiple data sources.

**Wellbeing Needs Analysis:** Quality and Compliance Manager conducts annual analysis documented in Student Cohort Wellbeing Profile examining training product demands, student demographics, previous wellbeing data, sector research, environmental factors, and stakeholder consultation.

**Strategy Development:** Analysis informs Wellbeing Strategy's specific strategies, direct services PAX provides, external referral services, staff responsibilities, student communication methods, and evaluation approaches.

**Ongoing Monitoring:** PAX monitors continuously through wellbeing concern logs, critical incident reports, student feedback, and quarterly reviews. Responds promptly to emerging needs.

**Third-Party Arrangements:** Agreements specify obligations to identify needs, document strategies, provide support, and report incidents. PAX conducts annual audits, maintains quarterly meetings, and retains ultimate responsibility.

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### 2. What wellbeing support services have you determined are needed by your student cohort and how are you providing information about these services to students?

Determined Services: PAX identified needs including mental health and stress management, assessment anxiety, financial wellbeing, accommodation, cultural adjustment, social connection, physical health, safety, and work-life-study balance.

## PAX-S04 Student Training and Wellbeing Support Policy

Direct Services: Student Support Officers for consultations, wellbeing workshops, peer mentoring, study skills support, flexible scheduling, international student orientation, and social events.

External Referrals: Comprehensive external services including crisis support, mental health services, health services, financial counselling, legal services, accommodation services, and multicultural support.

Information Delivery:

- Pre-arrival pack for international students
- Comprehensive orientation presentation
- Student Handbook with detailed wellbeing section
- Regular email communication
- Campus posters and digital displays
- Website Student Wellbeing page
- Trainer integration and peer communication
- Proactive outreach to at-risk students
- Accessible formats (plain English, translations, audio)
- Strategic timing (term start, pre-assessment, mid-term)

Evaluation: PAX evaluates through surveys, service usage data, student interviews, and analysis of help-seeking behaviour. Implements improvements when barriers identified.