

STUDENT SUPPORT & WELLBEING STRATEGY

PURPOSE

The purpose of this strategy is to ensure that all students enrolled with MEGT Education and Training receive timely, equitable, and appropriate support throughout their training and assessment journey. This includes training and assessment support, wellbeing services, and reasonable adjustments for students with disability, in alignment with the *Standards for NVR Registered Training Organisations (RTOs) 2025*.

STRATEGIES

Support Services

Students will have access to support services, trainers and assessors, as well as dedicated staff to support their training journey.

At the enrolment and induction stage, students will receive information on the following:

- Who their Trainer is and how to contact them
- The training support services available to them, including any specific support related to the training product they are undertaking, including but not limited to:
 - LLN&D support
 - Their training schedule
 - Where and how to access their training resources
 - Any applicable assistive technology and IT/Technical support services
- Wellbeing support services

The above will be made available via either our website, the Student Handbook, and at induction of the training course.

MEGT Education and Training will identify the student support required via the enrolment process, students LLN&D assessment, and through regular check ins with student during their training course.

Language, Literacy and Numeracy & Digital Skills (LLND) Assistance

Students are required to complete an LLN Assessment and Digital Skills Questionnaire before they commence training. The LLN Assessment is conducted using LLN Robot which tests students against the Australian Core Skills Framework (ACSF) and creates a snapshot of their current Language, Literacy and Numeracy Skills (and Digital Skills). The Digital Skills assessment is conducted using a Digital Skills Questionnaire.

Trainers will need the information contained within the LLN Assessment Report and Digital Skills Questionnaire to understand the students' literacy, language and numeracy skills and identify if they may require extra support during their course. If identified LLN support is needed, LLN Robot will produce a custom training support action plan and skills growth program for the student to use based on their specific needs in relation to their training of qualification of their choice.

The Trainer is to arrange a time to go through the results of the LLN Assessment and Digital Skills Questionnaire to discuss the training support action plan, where required. The Trainer is to detail the discussion, and the steps required (using the strategies below) that will be used to support the student.

We recognise that not all people are able to read, write, perform calculations, and have digital skills to the same standards. We will endeavour to help students where we can accommodate anyone with difficulties with Language, Literacy, Numeracy or Digital needs.

If a participant's needs exceed our skill, we will refer the Participant to an external support provider such as external LLN support provider or their local TAFE campus.

Participant Learning Needs

We will assist all students in their efforts to complete our training course/s.

If the student is experiencing any difficulties with their studies, we would recommend that they speak with their trainer or another member of MEGT Education & Training staff. We will make every effort to support students in their studies; this could be through additional coaching or mentoring or through any other identified way. However, should the student be experiencing any personal difficulties, they should make contact directly with their Trainer, who will assist them to the full extent of our capacity.

If their needs exceed MEGT Education & Training support capacity, we will refer the student to an appropriate external agency, and which may incur additional cost. Prices vary depending on the agency accessed. All fees will be provided to student and/or employer upfront.

Reasonable Adjustments

Access to teaching, learning and assessment is equitable when the functional impact of a student's disability is recognised, planned for and reduced or removed. This allows all students to participate in learning experiences on the same basis as their peers.

Reasonable adjustments provide access to learning, increase participation and engagement, and capture an accurate representation of the student's learning. Collaboratively planning, implementing and reviewing adjustments promotes meaningful student participation, progress and achievement.

It is important that trainers plan to address potential barriers to students' access and participation, as even subtle barriers can have significant functional impact on learning opportunities and educational outcomes.

Planning adjustments

When planning reasonable adjustments:

- consult with the student
- design universal learning experiences and assessment to be flexible and inclusive through collaborative processes
- consider a range of assessment techniques and conditions that reflect the needs of the cohort and context
- identify and remove communication, literacy and language barriers where possible
- consider the curriculum integrity of learning area content to ensure the validity, reliability and accessibility of assessment is maintained
- ensure the adjustment balances all interests and does not pose unjustifiable hardship
- record evidence of adjustments and review regularly

The following resource provides illustrations of practice of planning reasonable adjustments.

Supporting students through reasonable adjustments

For further guidance, please see our ***Reasonable Adjustment Policy***.

Wellbeing Support

MEGT Education & Training will assist students by supporting their wellbeing and safety during their studies.

If the student is experiencing any difficulties and requires wellbeing support, we recommend that they speak with their trainer or another member of MEGT Education & Training staff.

MEGT Training and Education will:

- Identify wellbeing needs of the student cohort based on training product content and cohort demographics
- Provide information of internal and external wellbeing and support services available such as:
 - Study skills support (time management, exam stress)
 - Financial wellbeing advice
 - Counselling and mental health resources
 - Culture-specific or demographic-specific supports
 - Services for those affected by abuse, harassment or violence
- Clearly communicate the availability, access methods and actions students can take for wellbeing services
- Ensure student privacy and autonomy in relation to their wellbeing disclosures

If their needs exceed internal MEGT Education & Training support capacity, we will refer the student to an appropriate external agency, and which may incur additional cost. Prices vary depending on the agency accessed. All fees will be provided to student and/or employer upfront.

Applying Support and Wellbeing Strategies

- Ongoing staff training and awareness on students support and wellbeing
- Ensuring queries from students are responded to in a timely manner
- Communicating and informing students of their support and wellbeing options during enrolment, induction and throughout their course. Including in Newsletters, marketing materials and our website
- Flexible learning options to accommodate different student needs
- Regular student check ins, monitoring of progression and collecting feedback surveys to identify any students potentially at risk of not completing their training course
- Collaborating with community, industry and employers on support and wellbeing services relevant to training products offered
- Engage regularly with MEGT's First Nations Manager and Disability Experience Manager to ensure the learning environment is inclusive, culturally safe and welcoming for all students and staff
- Regular internal audits and staff meeting to gather feedback on continuous improvement

RELEVANT LEGISLATION AND GUIDELINES

- The Standards for Registered Training Organisations (RTOs) 2025
- Australian Core Skills Framework (ACSF)

Standards for NVR Registered Training Organisations (RTOs) 2025:

Quality Area 2 – VET student support

VET students are treated fairly and properly informed, supported and protected

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

RESPONSIBILITIES FOR THIS POLICY

It is the responsibility of the RTO Manager to oversee the implementation of the Student Support and Wellbeing Strategy and procedures and all related documents.

RELATED DOCUMENTS

- Reasonable Adjustment Policy
- Access and Equity Policy
- Training and Assessment Strategy Policy
- Industry Consultation Policy and Forms
- Digital Skills Questionnaire

REVIEW

This policy and procedure will be reviewed annually or amended following continuous improvement strategies implemented by MEGT Education & Training.

Support Strategy

Below is a list of considerations of special needs and a description of alternative training and assessment methods which can be chosen to meet the special needs of different groups of students.

Category	Potential issues	Possible range of methods and tools for reasonable adjustment
Low literacy or numeracy	<ul style="list-style-type: none"> Writing Reading Calculating Confidence 	<ul style="list-style-type: none"> Verbal assessment using predetermined questions. This could be recorded or someone else could be a scribe. Presentations or demonstrations can be used rather than writing Use of diagrams as visual cues when asking questions, or for the candidate to explain answers.
People whose first language is not English	<ul style="list-style-type: none"> Writing Reading Speaking Confidence Cultural and religious differences 	<ul style="list-style-type: none"> Demonstrations Use of diagrams Production of a product Organise assessment times which are suitable to client to allow for pray times or re-schedule to allow for special religious events
Candidates with a disability	<ul style="list-style-type: none"> Speaking Reading Writing Movement Hearing 	<ul style="list-style-type: none"> Observation checklist using adaptive technology such as brail Asking questions and getting assistance from an Auslan interpreter (for deaf candidates) Using interpreter, reader, attendant carer, or scribe to write down answers to questions Observation of tasks performed on suitably adjusted equipment or environment

Category	Potential issues	Possible range of methods and tools for reasonable adjustment
Older candidates	Different age of the assessor Confidence Limited technology skills	Use case studies instead of role plays as some older candidates may feel uncomfortable Make sure font size is not too small
Ill health	Fatigue Lack of concentration Effects of medication	Shorter assessment tasks that allow for medication or fatigue Specific instructions on projects that can be submitted at various stages Longer period of time allowed to finish tasks Use a scribe or tape recorder
Gender	Culture of workplace with women in non-traditional trades Different gender of the assessor Childcare issues	Use same gender assessor if it is appropriate Check times to suit childcare responsibilities Make sure assessment tools are not gender specific in content
Indigenous candidates	Differences in cultural Background Speaking Reading Writing Numeracy Confidence	Use of support person Check that assessment strategies are not culturally sensitive, for example it may be more appropriate to demonstrate knowledge rather than talk about knowledge Encourage candidates to use alternative ways of demonstrating competence, for example drawing instead of writing, using a video to record demonstration of skills rather than demonstrating in front of the assessor Read any printed information to the candidate or use graphics for instructions

Category	Potential issues	Possible range of methods and tools for reasonable adjustment
Candidates with low levels of education	Reading Writing Numeracy Limited study skills Confidence	Check if language, literacy or numeracy are likely to impact on the assessment Demonstration and oral questioning, perhaps recording answers or using a scribe Read any printed information to the candidate or use graphics for instructions Use short assessment tasks
Candidates who have recently returned to the workforce	Confidence	Make sure the candidate is aware of workplace procedures, including OHS If demonstrating on the job, find a time when there are not many people around

Support & Wellbeing links for students

While we do not have internal staff capable of offering welfare and guidance services, we will work with the student and employer (where applicable) to accommodate and refer them to relevant professional services. If the student engages with MEGT Employment Services, the trainer will work with the Employment Consultant and student to provide referral agencies and support services offered through Workforce Australia and Transition to Work.

Contact numbers for immediate assistance include:

Organisation	Contact	Description of Services
Lifeline	131 11 14 https://www.lifeline.org.au/	24/7 crisis support and suicide prevention
1800 RESPECT	1800 737 732 https://1800respect.org.au/	Support for sexual assault, domestic and family violence

Organisation	Contact	Description of Services
13YARN	13 92 76 https://www.13yarn.org.au/	24/7 national crisis support line for mob
Beyond Blue	1300 224 636 https://www.beyondblue.org.au/	Support for depression, anxiety and mental health
Kids Helpline	1800 551 800 https://kidshelpline.com.au/	Support for young people aged 5-25
Qlife (LGBTQI+)	1800 184 527 https://qlife.org.au/	Peer support and referrals for LGBTQI+ individuals
Headspace	1800 650 890 https://headspace.org.au/	National Youth Mental Health foundation providing early intervention mental health services to 12-25 year olds
Interpreting Services	13 14 50 https://www.tisnational.gov.au/	Translating and interpreting services delivered on behalf of the Australian Government
ReachOUT Australia	https://au.reachout.com/	ReachOUT is a leading online mental health service in Australia supporting young people, their parents and careers, and schools
Reading Writing Hotline	1300 655 506 https://readingwritinghotline.edu.au/	National peak body for adult literacy and numeracy. Australian Council of Adult Literacy – advocates for adult literacy and numeracy policies and practices
SANE Australia	1800 187 263 https://www.sane.org/	Support for people with recurring, persistent or complex mental health issues and trauma, and for their families, friends and communities.