



STELLA COLLEGE

**Access, Equity, Welfare, Wellbeing and Student Support
Policy and Procedure**

RTO Code 41290



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Purpose

The purpose of this policy is to ensure that Stella College provides inclusive, equitable, and supportive learning environments that promote student success and wellbeing. This policy outlines the organisation's commitment to removing barriers, offering tailored support, and fostering a culture of respect and inclusivity for all students.

This policy applies to all students enrolled at Stella College and covers all services, including access to training, assessment and support services. It also applies to personnel involved in the delivery of services.

Stella College is committed to providing equitable access to education and training, ensuring all students have the support they need to achieve their learning goals. The organisation will uphold the principles of access and equity, catering to the diverse needs of its student body and fostering an inclusive and respectful environment.

Stella College ensures students have reasonable access to training support services, teachers, trainers and assessors and other personnel to support their progress through the training product.

The organisation determines the training support services to be provided to each student and makes these available and informs students about how and when they can access trainers and assessors and other personnel.

Stella College fosters a learning environment that promotes and supports the diversity of the students. The organisation fosters a safe and inclusive learning environment for students, including a culturally safe learning environment for First Nations people.

The organisation ensures the wellbeing needs of student cohorts are identified as relevant to the training content, and appropriate wellbeing support services and strategies are put in place to support these needs. Students are advised of the actions they can take, the personnel they may contact and the wellbeing support services that are available.

Scope

This policy applies to all prospective students, enrolled students, staff, trainers, assessors, contractors and third-party providers engaged by Stella College.

The policy applies across all training products, delivery modes and student support services delivered by Stella College, including face-to-face, online, blended, workplace-based and community-based learning environments.

This policy covers:

- access and equity principles
- learner wellbeing and welfare support
- student support services
- reasonable adjustment arrangements
- language, literacy, numeracy and digital literacy (LLND) support
- inclusive learning practices
- identification and management of barriers to participation and successful course completion.

Legislation and Standards

This policy is informed by and implemented in accordance with:

- Standards for Registered Training Organisations (RTOs) 2025
- National Vocational Education and Training Regulator Act 2011
- Data Provision Requirements 2020
- Student Identifiers Act 2014
- Privacy Act 1988
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Equal Opportunity Act 2010 (Vic)
- Fair Work Act 2009
- Occupational Health and Safety Act 2004 (Vic)

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- applicable Commonwealth and State anti-discrimination legislation.

Responsibilities

CEO / Authorised Delegate

Ensure appropriate systems, resources and support services are available to support student participation, wellbeing and success.

Training Coordinator

Monitor implementation of access, equity, wellbeing and student support practices and ensure ongoing compliance with regulatory requirements.

Trainers and Assessors

Identify student support needs, provide reasonable assistance within their role and refer students to appropriate support services where required.

Student Support Personnel

Coordinate support arrangements, wellbeing referrals and reasonable adjustment processes where applicable.

Students

Engage respectfully in learning activities and communicate support needs or concerns where assistance is required.

Rationale

Stella College's approach to access, equity, welfare, wellbeing and student support ensures that all students receive equitable access to education and training, fostering an inclusive, diverse, and supportive learning environment. By proactively addressing barriers that may prevent participation, this strategy ensures that individuals from all backgrounds, including those with disabilities, culturally diverse groups, and individuals facing socio-economic challenges, have the resources and support necessary to succeed. This commitment to inclusivity aligns with best practices in vocational education and training, promoting access, fairness, and tailored assistance for students who require additional support.

The organisation acknowledges that student success is influenced by a range of factors, including wellbeing, academic support, and accessibility to services. The integration of targeted support mechanisms - such as counselling services, and technology support - ensures that students not only enrol but are also provided with structured guidance throughout their learning journey. This approach strengthens student retention, progression, and completion rates, ultimately contributing to a more skilled and capable workforce.

By implementing structured monitoring, evaluation, and feedback mechanisms, the organisation assesses the effectiveness of its student support strategies and makes data-driven enhancements. This commitment to quality assurance ensures that students receive the highest level of educational and wellbeing support, reinforcing the organisation's dedication to fostering a learning environment that is inclusive, respectful, and responsive to diverse student needs.

Access and Equity

Access and equity mean policies and approaches aimed at ensuring that VET is responsive to the individual needs of all students including those whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Access and Equity principles include:

- Equity for all people through the fair and appropriate allocation of resources,
- Equality of opportunity for all people without discrimination,
- Access for all people to appropriate quality training and assessment services, and

- Increased opportunity for people to participate in training.

Inclusive Learning

Stella College manages a learning environment that promotes and supports the diversity of students. The organisation:

- Fosters a safe and inclusive learning environment for students.

Cultural safety is about creating an environment that is safe for the students. This means there is no challenge or denial of their identity and experience. A culturally safe learning environment has benefits for all students and staff alike. It creates a positive setting where people are respected and feel comfortable being themselves.

The organisation:

- Ensures all personnel are culturally competent,
- Reviews learning materials and activities to ensure these are culturally safe and trauma aware.

Inclusive learning is about a fair go for everyone. Everyone has a right to learn, everyone can learn, but many people do not get fair access to learning opportunities.

<p>Everyone learns differently</p> <p>Everyone can learn. Good trainers partner with Students to empower them to achieve their potential. Stella College trainers ensure students feel connected, supported and valued as individuals and as part of a community of students.</p>	<p>Students bring existing knowledge and skills</p> <p>Stella College trainers ensure teaching and learning activities have contextual application and relevance. Learning is productive, meaningful and engaging, and builds on the student's existing capabilities.</p>
<p>Five core skills underpin all learning</p> <p>The skills of oral communication, reading, writing, numeracy and learning need special attention. Stella College trainers actively recognise the need for students to continually update and build core skills for new contexts and are supported to identify and action student skills gaps.</p>	<p>Being inclusive is everyone's responsibility</p> <p>Stella College trainers use a variety of training methods, encourage respectful interaction, seek feedback from Students, collaborate with specialists when they need extra help and continually update their skills.</p>

Key Inclusive Learning Actions

a. Understand Differences in the Student Cohort

Stella College ensures it understands the vocational aspirations and support needs of students prior to enrolment to ensure they are enrolled in the right level course and have the right mix of supports available to help them succeed.

This includes the use of pre-enrolment reviews and guidance to students.

All Stella College trainers have access to information on student diversity.

b. Access Skills and Expertise in Addressing Difference

Introductory inclusive learning skills embedded in Stella College personnel induction programs and ongoing professional development on inclusive learning is supported.

c. Listening to the Student

Stella College ensures it is collecting the perspectives of students, considering student views in the way courses are organised, and support is provided.

d. Help Students Choose an Appropriate Learning Pathway

Stella College provides students with flexible options, advice and guidance on the best pathway towards their vocational outcome and allows a diverse range of students to access the training.

All Students are provided with information and guidance on course requirements and outcomes prior to enrolment.

e. Develop the Core skills of Students

All Stella College trainers have the knowledge they need to identify and respond to foundation skills needs.

Student Support Services

Stella College ensures students have access to a range of support services during their course program. Stella College:

- Determines the student's support needs during their enrolment, and
- Determines relevant support services, providing access when needed by the student.

Training support services means services and resources to support individual students to meet training product requirements and complete the training product in which they are enrolled.

Stella College ensures students have access to clear and accurate information, including to make informed decisions about the training product and the RTO, and are made aware of changes that affect them. This includes the training support services and wellbeing support services that are available to students and how to access them.

Stella College reviews prospective students' skills, ensuring they have the necessary foundation skills to undertake the intended training.

Stella College ensures students have reasonable access to training support services, trainers and assessors and other staff to support their progress through their course and to address any academic issues.

Please refer to the relevant Training and Assessment Strategy for further information on specific training support services available for each course being delivered.

Study Support

Students are encouraged to raise any queries and support needs at any stage with the *Student Support Team* or their relevant Stella College personnel they are working with in their course program.

Wellbeing Support

Cultural safety is about the experience of the individual. It is an outcome based on respectful engagement that recognises and strives to address power imbalances inherent in society. It results in an environment free of racism and discrimination, where people feel safe and able to be themselves when receiving advice and support.

Mental health is a state of wellbeing that enables you to deal with what life throws at you. It is about feeling resilient, enjoying life and being able to connect with others. Good mental health helps you:

- Cope with the normal stresses of life,
- Be productive both at work and in your private life,
- Relate well to other people, and
- Contribute to your community.

A **mental illness** is a disorder diagnosed by a medical professional that significantly interferes with a person's cognitive, emotional or social abilities. Examples include depression, anxiety, schizophrenia and eating disorders. These can all occur with varying degrees of severity.

People may also experience periods of reduced mental health, or mental ill-health during their lives. During these periods they may experience some symptoms of mental illness without receiving a diagnosis. It is important to still seek support in these times.

Suicide is defined as death caused by self-directed injurious behaviour with intent to die as result of the behaviour. Suicide is a complex issue, affected by a wide variety of factors. Although mental ill-health is often a contributing factor, not everyone who dies by suicide will have been experiencing mental ill-health.

Suicide deaths have been associated with life stressors, such as social isolation, relationship breakdown and financial hardship. Suicide has an enormous impact on families, friends and communities. It is critical people who are at risk of suicide get the support they need.

The term '**suicidal ideation**' refers to thoughts that life is not worth living, ranging in intensity from fleeting thoughts through to concrete, well thought-out plans for ending one's life, or a complete preoccupation with self-destruction. These thoughts are experienced by many young people at some point in their lives.

Wellbeing encompasses the health of the whole person – physical, mental, social and emotional. A person’s wellbeing can change moment to moment, day to day, month to month and year to year. It can be influenced by what’s happening in a specific moment and the actions that people take. Wellbeing may be preferred terminology when communicating with culturally and linguistically diverse audiences.

Wellbeing support services means support services and resources to assist with VET students’ physical, mental, and emotional wellbeing.

Stella College is aware of risks to students’ wellbeing and has put strategies in place to protect and uphold the safety and wellbeing of the student cohort. The organisation:

- Identifies the wellbeing needs of the student cohort, as relevant to the training content, and appropriate wellbeing support services.
- Advises the student cohort of the availability of wellbeing support services, and any organisation students can contact, or additional action students can take to support their wellbeing.
- Assists students to access these supports as appropriate (for example, by providing information about, or referring students to, external support services and resources).

The wellbeing support services required by students will vary based on several factors, including the student cohort, training mode, learning strategies, and course content. Different student groups bring diverse backgrounds, experiences, and challenges that influence the type of support they may require throughout their learning journey.

Stella College determines the wellbeing support needs, by reference to the training product content, of specific student target cohorts through a combination of pre-training reviews, student self-disclosures, trainer observations, academic performance tracking, and stakeholder feedback mechanisms such as surveys and focus groups.

Regular consultation with trainers, support personnel, and stakeholders ensures that wellbeing strategies are aligned with student needs. This approach enables the Stella College to proactively implement targeted support services, monitor their effectiveness, and continuously refine strategies to enhance student success and retention.

Ensuring that all staff members are informed about the Stella College’s wellbeing support strategies is essential to providing a proactive and responsive support system. Stella College personnel receive comprehensive induction and ongoing professional development on student wellbeing initiatives, referral pathways, and the signs that a student may require support. Trainers and assessors play a particularly critical role in identifying when students may be struggling, whether due to academic challenges, attendance issues, disengagement, or personal difficulties. Non-teaching personnel, such as administration and student support teams, must also be aware of available wellbeing services and how to refer students appropriately.

Providing Student Support

Stella College embraces the responsibility of ensuring all students are supported in acquiring the knowledge and skills sought through their training and assessment program. Stella College determines the support needs of individual students prior to enrolment and ensures access is provided to the support services necessary for the individual student to meet the requirements of the training product as specified in training packages or VET accredited courses.

All Stella College personnel are aware of available internal or external resources or are able to confidently refer students to appropriate tutoring and community support services. Stella College ensures support provided is reasonable and accessible.

Support for Students with Individual Needs

Stella College is committed to complying with Commonwealth and State legislation and policies regarding access, equity and cultural diversity. This legislation includes the *Disability Discrimination Act 1992* (Cth).

Stella College also maintains compliance with the *Disability Standards for Education 2005* (Cth) including processes relating to:

- a. Enrolment,
- b. Participation,

- c. Curriculum development, accreditation and delivery,
- d. Student support services, and
- e. Elimination of harassment and victimisation.

Stella College strives to maximise opportunities for access, participation and outcomes for all Students within the vocational education, training and employment system.

Stella College undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. Stella College is committed to treating all prospective and actual students on the same basis.

On the Same Basis

A person with a disability is able to seek admission to, or apply for enrolment in, an institution on the same basis as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective students without disabilities.

Stella College ensures it treats prospective students with a disability on the same basis as prospective Students without a disability as it makes any decisions about admission or enrolment on the basis that reasonable adjustments will be provided.

An adjustment is a measure or action (or a group of measures or actions) taken by Stella College that has the effect of assisting a student with a disability:

- a. In relation to an admission or enrolment — to apply for the admission or enrolment,
- b. In relation to a course or program — to participate in the course or program, and
- c. In relation to facilities or services — to use the facilities or services,

On the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability.

Reasonable Adjustments

Reasonable adjustments include any adjustments for a VET student with a disability made by an NVR registered training organisation in a manner consistent with the *Disability Standards for Education 2005* (Cth).

Reasonable adjustment refers to any modification made to the learning environment, training delivery or assessment method to ensure students with disability or ongoing ill health can access and participate in training and assessment. This could include, for example:

- Ensuring that course activities are sufficiently flexible.
- Providing additional support where necessary.
- Customising resources, activities or presentation mediums.
- Offering a reasonable substitute within the context of the course where a student cannot participate.

An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. In assessing whether a particular adjustment for a student is reasonable, Stella College has regard to all the relevant circumstances and interests, including the following:

- a. The student's disability,
- b. The views of the student or the student's associate,
- c. The effect of the adjustment on the student, including the effect on the student's:
- d. Ability to achieve learning outcomes, and
- e. Ability to participate in courses or programs, and
- f. Independence,
- g. The effect of the proposed adjustment on anyone else affected, including Stella College, personnel and other students, and
- h. The costs and benefits of making the adjustment.

Antisemitism

Stella College acknowledges that antisemitism—defined as discrimination, prejudice, hostility, harassment, or hatred directed towards Jewish individuals, communities, their religion, culture, beliefs, or identity—is a serious form of unlawful discrimination and is strictly prohibited within the organisation. Stella College has implemented a zero-tolerance approach to all forms of vilification, including racism, Islamophobia, and antisemitism.

The College is committed to fostering a safe, respectful, and inclusive environment by actively preventing antisemitism through education, awareness, and strong institutional practices. This includes promoting understanding of cultural and religious diversity, embedding respectful behaviours within training and assessment practices, and providing staff and students with guidance on appropriate conduct and communication. Stella College promotes cultural safety by ensuring that all individuals feel secure in expressing their identity without fear of discrimination, exclusion, or harassment. All personnel and students share responsibility for upholding these standards by demonstrating respect, challenging inappropriate behaviour, and supporting an inclusive learning environment. Any incidents or concerns relating to antisemitism will be taken seriously, responded to promptly, and managed in accordance with confidential, transparent, and highly accessible complaints processes.

Student Rights and Stella College Responsibilities

Students' Rights	Stella College Responsibilities
Enrolment	
<ul style="list-style-type: none"> Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments. 	<ul style="list-style-type: none"> Take reasonable steps to ensure that the enrolment process is accessible. Consider students with disability in the same way as students without disability when deciding to offer a place. Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment, and any reasonable adjustments necessary.
Participation	
<ul style="list-style-type: none"> Right to access courses and programs, use services and facilities, and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability. 	<ul style="list-style-type: none"> Take reasonable steps to ensure participation. Consult with the student or their associate about the effect of the disability on their ability to participate. Make a reasonable adjustment if necessary. Repeating this process over time as necessary.
Curriculum Development, Accreditation and Delivery	
<ul style="list-style-type: none"> Right to participate in courses that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training. 	<ul style="list-style-type: none"> Enable students with disability to participate in learning experiences (including assessment and certification). Consult with the student or their associate. Take into consideration whether the disability affects the student's ability to participate in the learning experiences.
Student Support Services	
<ul style="list-style-type: none"> Right to access student support services provided by education institutions, on the same basis as Students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in. 	<ul style="list-style-type: none"> Ensure that students with disability are able to use general support services. Ensure that students have access to specialised support services. Facilitate the provision of specialised support services.
Harassment & Victimisation	

<ul style="list-style-type: none"> • Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability. 	<ul style="list-style-type: none"> • Implement strategies to prevent harassment or victimisation. • Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise students with disability. • Take appropriate action if harassment or victimisation occurs. • Ensure complaint mechanisms are available to Students.
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Process for Considering Adjustments

Stella College provides equitable access to all required training support services, so that no student is disadvantaged regardless of their mode of study or location. Where there may be limitations regarding access to these resources, Stella College provides clear advice in pre-enrolment information so all clients can make an informed choice about which RTO and course of study best meets their needs.

Stella College embraces the responsibility of ensuring that all personnel acquire the knowledge and skills to relate to Students without direct or indirect discrimination. All personnel are aware of and know how to use available Stella College or external resources or be able to confidently refer Students to appropriate tutoring and community support services.

All personnel continue to expand their knowledge or access and equity issues through induction processes when joining Stella College, and in structured professional development on a regular basis (at least annually) in access and equity issues and resources.

Stella College personnel have access to a range of access and equity materials designed to assist students in undertaking and completing courses and qualifications.

In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, Stella College is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

Consulting the Student

Before Stella College makes an adjustment for the student, the student or their associate is consulted about:

- Whether the adjustment is reasonable, and
- The extent to which the adjustment would achieve the aims in relation to the student, and
- Whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

Deciding on an Adjustment to be Made

In deciding whether to make a particular reasonable adjustment for a student, Stella College:

- Assesses whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student, and
- Assesses whether the adjustment may need to be changed over the period of a student's education or training.

A detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities.

Assessing Reasonable Adjustments

In assessing whether a particular adjustment is reasonable for the student with a disability, Stella College takes into account:

- a. The nature of the student's disability,
- b. The information provided by, or on behalf of, the student about how the disability affects the student's ability to participate,
- c. Views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities on the same basis as students without disabilities,
- d. Information provided by, or on behalf of, the student about his or her preferred adjustments,
- e. The effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes,
- f. The effect of the proposed adjustment on anyone else affected, including Stella College operations, personnel and other students, and
- g. The costs and benefits of making the adjustment.

In making a reasonable adjustment, Stella College ensures that the integrity of the course or program and assessment requirements and processes are maintained.

Stella College acts upon information about an adjustment in a timely way that optimises the student's participation in education or training.

In meeting its obligations to provide reasonable adjustments, Stella College may provide an alternative adjustment to the student's preferred form of adjustment, if the alternative is effective in achieving the desired purpose.

Unjustifiable Hardship

Once a reasonable adjustment has been determined, Stella College adjustment may consider if the adjustment would impose unjustifiable hardship on its operations.

In determining what constitutes unjustifiable hardship, all relevant circumstances of the particular case are taken into account including:

- a. The nature of the benefit or detriment likely to accrue or be suffered by any persons concerned, and
- b. The effect of the disability of a person concerned, and
- c. The financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship.

In determining whether unjustifiable hardship applies, Stella College:

- a. Takes into account information about the nature of the student's disability, his or her preferred adjustment, any adjustments that have been provided previously and any recommended or alternative adjustments. This information may be provided by the student, an associate of the student or independent experts (or a combination of those persons),
- b. Ensures that timely information is available to the student, or an associate of the student about the processes for determining whether the proposed adjustment would cause unjustifiable hardship, and
- c. Ensures that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

Where a claim of unjustifiable hardship is made, Stella College has taken into account all the financial and other resources that are reasonably available for the purpose of making any necessary adjustments for the student, and the impact of those adjustments on its capacity to provide education of quality to all students while remaining financially viable.

Stella College considers all costs and benefits both direct and indirect that are likely to result, the student and any associates of the student, and any other persons in the learning or wider community, including:

- a. Costs associated with additional personnel, the provision of special resources or modification of the curriculum,
- b. Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and trainers, and
- c. Benefits deriving from the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and trainers, and any financial incentives, such as subsidies or grants, available to Stella College as a result of the student's participation.

Where Stella College decides to rely on unjustifiable hardship, it ensures that a notice stating the decision and the reason for the decision is given to the student, or an associate of the student, as soon as practicable after the decision is made.

Implementing Reasonable Adjustments

Stella College takes reasonable steps to ensure that any adjustment required to be made is made within a reasonable time. Whether the time is reasonable depends, in particular, on whether and when the student, or his or her associate, has provided:

- a. In a timely way, any relevant information in the possession of the student or associate about how the disability affects the student in relation to education or training, and
- b. The student's or the associate's opinion about the matters.

Where reasonable adjustments are implemented, a detailed Training Plan (or specific Access Plan in some situations) including timetables, notes regarding the required adjustments, and any related communications regarding the adjustments is maintained in the student's file.

Procedure

1. Stella College identifies student support, access, equity and wellbeing needs through enrolment processes, Pre-Training Review (PTR), LLND assessment, trainer observations, student feedback and direct student requests.
2. Information provided by students is reviewed to identify any barriers to participation, learning or successful course completion.
3. Where support needs are identified, Stella College discusses appropriate support options with the student and determines suitable support strategies or reasonable adjustment arrangements where applicable.
4. Support strategies may include:
 - o language, literacy, numeracy and digital literacy (LLND) support
 - o academic or study support
 - o flexible learning arrangements
 - o reasonable adjustment for training and assessment
 - o wellbeing or welfare referrals
 - o referral to external support services where appropriate.
5. Trainers, assessors and relevant personnel monitor student participation, wellbeing and progression throughout the course and refer any emerging concerns or additional support needs to appropriate personnel.
6. Support arrangements and actions taken are documented where required and managed confidentially in accordance with privacy requirements.
7. Stella College regularly reviews student support and wellbeing arrangements through feedback, monitoring activities and continuous improvement processes to ensure support services remain effective, accessible and responsive to student needs.

Monitoring and Evaluation

Stella College monitors and evaluates the effectiveness of its access, equity, wellbeing and student support practices through:

- a. student feedback and satisfaction surveys
- b. trainer and assessor feedback
- c. student participation, progression and completion outcomes
- d. attendance and engagement monitoring
- e. complaints, appeals and support requests
- f. review of reasonable adjustment and support arrangements
- g. internal audits and compliance reviews
- h. continuous improvement activities.

The organisation reviews support services and wellbeing arrangements regularly to ensure they remain:

- a. accessible and inclusive
- b. responsive to student needs
- c. effective in supporting student participation and success
- d. aligned with regulatory and organisational requirements.

Identified improvement opportunities, risks or support concerns are recorded and actioned through Stella College's continuous improvement and self-assurance processes.

Document Control

Document Name		Access, Equity, Welfare, Wellbeing and Student Support Policy and Procedure
Approved By	CEO	
Version No.	Reviewed Date	Changes/ Revisions
Version 1.0	July 2025	Revised after the revision of 2025 RTO Standards came in force
Version 1.5	September 2025	Revised to incorporate rebranding from TPSC to Stella College.
Version 2.0	April 2026	Revised to incorporate more information as part of continuous improvement.