Student Handbook

RTO No. 46394

**Legal Name: SDG College Pty Ltd
Registered Training Organisation (RTO)
Code: 46394 ABN: 675 512 240 Website:
www.sdgcollege.edu.au**

Updated: November 2025

RTO No. 46394

Contents

Version2.0

SDG College Pty Ltd I RTO Code: 46394

RTO No. 46394

Introduction

Thepurposeof this handbook is to provide you with a quick reference about training programs, policies and processes, roles and responsibilities guiding you through your learning experience with SDG College.

SDG College is the trading name of SDG College Pty Ltd, RTO No. 46394. The college aims to deliver high quality, innovative and engaging training that is relevant to students, employers, and industry. Our commitment to continuous improvement means we are constantly developing and improving new resources, processes, and facilitation methods to remain ahead in technology and industry standards.

SDG College offers the following training product and services which includes the following:

- RII60520- Advanced Diploma of Civil construction design
- CPCWHS1001- Prepare to work safely in the construction industry
- CPP20218- Certificate II in Security Operations
- BSB40120- Certificate IV in Business

Training Services provided to students follow policies and processes developed to meet the VET Quality Framework and SRTOs 2025.

Service Commitment

SDGCollegeiscommitted to providing quality training and assessment services to its learners. We aim to:

- Provide training and assessment services that meet industry needs and trends.
- Deliver high quality, innovative and engaging training.
- Maintain a person-centred approach.
- Foster relationships with our students, supporting them through their career.
- Provide flexible learning opportunities.
- Provide a supportive, facilitative, and open learning environment.
- Ensure all training is delivered by qualified trainers and assessors with the necessary skills and experience.
- Ensure all training is continually monitored and improved.
- Maintain a healthy and effective learning environment for students.
- Produce competent and confident workers that benefit the community and industry.

Our Vision

- To provide vocational education to the highest quality standard that will be recognised throughout Australia.
- To promote a philosophy that education is a lifelong endeavour for improvement by interlinking our courses to allow students with easier pathways to further education.
- Tocontinuallyreviseand assess oursystems and procedures andinstigatestafftrainingto maintain the excellence of service demanded by our students.

Version2.0

Our Mission

- To strive to improve the quality of the service we offer.
- To become the leading vocational education institution in our chosen industry sectors.

Location and Premisses

Thecollege's training premises are located on Level 3, 89 Overton Rd, Williams Landing, VIC 3027. The building is surrounded by major retailers including Woolworths and over 25 specialty stores also, within proximity to:

Premium childcare facilities

Medical centre
Fully licensed restaurant & dining precinct
Train stations within 1 km of 66 89 Overton Rd, Williams Landing are:

- Williams Landing Station   352 m
- Aircraft Station 1.3 km

Student Code of Conduct

The Student CodeofConductrequires the following rights and responsibilities to be respected and adhered to at all time by students.

Student Rights

- Theright to be treated with respect by others, to be treated fairly and without discrimination, regardless of religious, cultural, racial and gender differences, age, disability or socio-economic status
- The right to be free from all forms of intimidation
- The right to work in a safe, clean, orderly, and cooperative environment
- The right to have personal property (including their own tools, equipment and student work) and the property of SDG College to be protected from damage or other misuse
- The right to have any disputes settled in a fair and rational manner - this is accomplished by the Grievances, Complaints and Appeals Policy & Procedure
- The right to work and learn in a supportive environment without interference from others.
- The right to express and share ideas and to ask questions
- The right to be treated with politeness and courtesy at all times
- Receive regular feedback about academic performance in the area of study
- Be issued with qualifications and/or statements of attainment when a program of study has been successfully completed.

Student Responsibilities

- Befully committed to your own learning, the decisions taken in relation to it, and the challenges involved
- Avoid at all costs the temptation of plagiarism.
  Students areadvised that:

- No cheating or plagiarism is allowed in any work submitted for assessment.
  - Where it is found that a student has cheated or plagiarised work submitted for assessment, the SDG College reserves the right to disallow the work and to award a result of NYC for the unit, and to suspend or cancel the enrolment of the student.
- Work with honesty and integrity
- Give and receive feedback about your experiences and participate in continuous improvement processes
- Treat all members of the RTO with respect
- Value the diversity of students and staff
- Reject discrimination and harassment
- Respect the RTO's facilities and resources, and follow relevant policies, and safety and security advice
- Provide up-to-date, accurate and timely student information when required
  Accept responsibility for decisions made about courses and program choices.

Qualification/Course Orientation

SDG College will provide students (prior to qualification/course commencement) orientation program containing information about:

- Scope of Registration and qualification information including content and vocational outcomes;
- application processes and selection criteria;
- fees and costs involved in undertaking training;
- fee refund policy;
- assessment policies & procedures including recognition of prior learning;
- literacy and numeracy requirements;
- grievance complaints & appeals policy and procedure);
- staff responsibilities;
- facilities, equipment and learning resources; and
  student support services.
  qualifications to be issued on completion or partial completion of courses;
  competencies to be achieved during training

Training Environment

SDG College will meet the following minimum training environment standards:

- Comply with all laws relevant to the operation of training premises including occupational health and safety, equal opportunity, anti-harassment, privacy and fire safety regulations. Trainers will actively take steps to identify hazards that could cause harm to participants in the classroom and learning environment. Where possible, the trainers will take action to remove or control these hazards, and will report the hazard to the appropriate on-site personnel.

  Where practicable, students must take responsibility for their own health and safety and that of their fellow students, or employees. This means students must follow all safety rules, procedures and the instructions of their trainer while in attendance at RTO premises.

- Ensure that training premises are of adequate size and have adequate heating, cooling, lighting and ventilation.
- Ensure that training facilities, equipment and other resource materials are adequate for the Scope of Registration and are maintained in good order and repair.

Reception and Student Services

Reception is the first point of contact for all students. Reception assists students with most general matters. Student Services will assist you in student welfare and provide assistance in academic administration. Student services do not handle any academic performance issues. Please refer all matters of this nature to your immediate trainer.

A pro forma stand near the reception desk contains all student forms, important policies and procedures, maps, as well as other general information to assist students. This allows students quick and easy access to information without the need to queue. In addition, all student forms, and policies and procedures can be downloaded at any time from SDG College's website.

Student notice boards are located on all floors and facilities at SDG College. Policies and procedures relating to the student as well as student and staff timetables are also included.

Student Welfare and Support Services

Being a student is exciting, but it can also be challenging. All staff can be approached to gain advice on academic and personal issues. Staff at the SDG College will offer professional and confidential advice in areas where they can help and will ensure that all efforts are taken to ensure a positive learning experience is achieved.

The Student Support Officer(s) are able to provide links to external sources of support where the staff at the RTO are either not qualified or it is in the student's best interests to seek professional advice.

Counselling and Care

Students will have trainers and Student Support Officer(s) as mentors for pastoral care matters, study management, goal setting activities and career guidance. Additionally, SDG College has an established relationship with external counselling services to deal with serious personal issues. These support services are also available to students.

For more details, please refer to the: Student Welbeing Policy and Procedure contained at the end of this Handbook.

SDG College Staff Contact Details

ChiefExecutiveOfficer
Mrs Kanchan Sharma
Email: *info@sdgcollege.edu.au*
Phone: 0468 372 157

StudentAdministration Officer/Support Officer
Mr. Sumit Kumar

Email: *info@sdgcollege.edu.au*

Phone: 0468 372 157

External Support Services Type of Assistance Required	NameofSupportService	ContactNo
Police, Ambulance, Fire	Police, Ambulance, Fire Direct Line	000 1800 888 236
Alcohol and Drugs	Lifeline	13 11 14
Personal Crisis Services Human Rights	Australian Commission Victorian Equal Opportunity and Human Rights	1300 369 711
Financial Matters Legal Assistance	Commission Credit Helpline	1300 891 848
	Victoria Legal Aid Legal Aid Queensland Psychology Melbourne	9602 3800 1300 792 387
	Victorian Centres Against	1300 65 11 88
Personal Issues Sexual Assault	Sexual Assault/Vic	9629 4000
	Sexual Assault - Help, Assistance	1800 806 292
		1800 010 120
Smoking Issues Translating and Interpreting	Contacts/QLD Quitline	13 1848
	Translating and Interpreting	13 1450

Qualification/Course information and Entry Requirements

Prior to enrolment, we will provide all participants with qualification/course information, including content and vocational outcomes.

Please refer to individual Qualification/Course Outline Marketing Brochures for further details, entry requirements, tuition fees, and related information or go to our website.

Enrolment Process

Theenrolment process is completed by following the steps outlined below:

1. Read and understand the information contained in this booklet

2. Select the Qualification/Course of study you wish to undertake, read the relevant brochure or outline, complete the LLN Test, Pre-Training Review and the relevant Enrolment Form.

3. Sign the Enrolment Form to declare that you understand all of the information provided

4. Return the Enrolment Form to the Student Administration with the tuition payment or supporting documentation for funding application assessment.

Unique Student Identifier (USI)

Your USI (UniqueStudent Identifier) is your individual education number for life. It also creates an online record of your Australian training achievements.

You need a USI if you are:

- undertaking Nationally Recognised Training
- a higher education student seeking Commonwealth financial assistance (eg a HECS-HELP loan)
- a higher education student graduating in 2023 or beyond.

It is a reference number made up of numbers and letters that gives students access to their USI account. A USI will allow an individual's USI account to be linked to the National Vocational Education and Training (VET) Data Collection allowing an individual to see all of their training results from all providers including all completed training units and qualifications. As of 1 January 2015, students will need to give their USI to each new training organisation they enrol with. This will normally happen at enrolment. SDG College can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at https://www.usi.gov.au/students/create-your-usi/ on computer or mobile device.

Please Note: The information collected on the Enrolment Form is used for administrative and statistical purposes and will remain confidential.

Language, Literacy numeracy Pre-training Review Obligations

Aspart of its obligation asRegisteredTraining Organization (RTO), SDG College must determine the Language, Literacy and Numeracy (LLN) requirements of its students and their preferred learning style. Prior to the student commencing a qualification or a course, it is necessary to assess the ability of each student to complete their qualifications or course. If after assessment it is believed a student will have difficulties, it must be clearly identified by completing a LLN Form and reporting it to the Campus Manager. Strategies for dealing with this issue must then be determined.

Before a student commences training in an SDG College's qualification or course, the following must have already been addressed and undertaken:

- Recognition of Prior Learning (RPL) and Credit Transfer (CT) - if a student has completed a request form for either RPL and /or CT, this will be noted clearly in the student's file,
- Language, Literacy and Numeracy (LLN) and Pre-training review Assessment. LLN testing is completed and if any decisions regarding adjustment of the training progress/appropriate modes of delivery and assessment actioned and documented in the student's file,

- Explanation of the qualification or course and schedule of training

- Assessment details and delivery modes

- Signing and dating of documents

Class Times

Classes are available from 8.30 am to 10.00 pm Monday to Friday and weekends. The student timetable and training plans are based on either a full-time or part time load (depending on the qualification/course). Administration and Student Services operate Monday to Friday, between 9 am to 5:0pm.

If you are unable to attend your qualification/course please let us know as soon as possible. A student who is absent for more than two consecutive weeks without a valid reason will be contacted and issued a warning letter/or email.

Smoking

Smoking is not permitted anywhere in the building. If you wish to smoke outside, please ensure all cigarette butts are extinguished and placed in an appropriate waste bin.

Tea Breaks

You are welcome to take a short break during class. Please help yourself to the tea and coffee facilities available in the kitchen. Note that food or drink is not permitted in computer training rooms. Please remember to wash and return to the cupboard any cups, mugs, spoons, or other utensils you have used. We also ask that you be mindful of students who are studying in the training rooms and keep noise to a minimum whilst in the tea room.

Behaviour

Please be considerate of the needs of other people in the training room and remember to ask staff for any assistance. Talking out loud while you complete a task, excessive talking, or asking other students for assistance can be distracting and can detrimentally impact on the learning of other students.

Mobile Phones

Mobile phones must be switched off or kept on silent mode whilst you are in class. If you need to talk on a mobile phone, please vacate the training area and move to a place where your conversation will not disturb other students or the RTO's staff.

Qualification/Course Materials

Youwillbesupplied with a learning guide and or books for each topic that you study at the RTO. For some qualifications/courses, these learning guides along with any other course materials, such as USB memory sticks, are yours to keep while for others are to be used only while studying on the RTO premises.

Personal Belongings

Pleasedo notbring valuables into the RTO and ensure that personal belongings are kept with you at all times.

Accredited Training Centre of Australia accepts no responsibility for any loss or damage to personal belongings.

Access & Equity Commitment

All SDGCollege staff will adhere to the principles and practices of equity in education and training; they will treat every student fairly and without discrimination. SDG College has policies & procedures in place to ensure any student concerns are dealt with immediately and appropriately (refer to the Access and Equity Policy and Procedure and Grievances, Complaints and Appeals policy and procedure).
SDG College acknowledges its legal obligations under State and Federal equal opportunity law, including:

- The Racial Discrimination Act, 1975 (Commonwealth)
- The Sex Discrimination Act, 1975 (Commonwealth)
- Disability Discrimination Act, 1992 (Commonwealth)
- The Equal Opportunity Act, 1995 (Victoria)
  All legislation can be accessed at: www.comlaw.gov.au

_____

SDG College fosters equality and access in a training environment that is fair and conducive to learning at all levels. Our training services are available to all participants regardless of ethnicity, gender, age, marital status, sexual orientation, physical or intellectual impairment.

All RTO staff are required to have an awareness and understanding of access and equity issues and are required to demonstrate access and equity principles in all dealings with students and other staff.

If you believe you have been treated unfairly by a RTO Representative, please contact the CEO/Director.

Privacy

In accordance with our Privacy policy, we are committed to protecting the privacy and personal information of all our students. Except as required under the Standards for Registered Training Organisations, Government Contracts or by law, information about a participant will not be disclosed to a third party without the consent of the participant.
Allstudents haveaccess to thePrivacypolicyandprocedure viatheSDGCollege's websiteanda copy can be produced by the Student Administration Officer at any time upon request.

Access to Student Records

Students mayaccesstheir personal records held by SDG College at any time. Students may contact student administration to discuss a suitable time to view their file and access will only be granted

once a student can confirm their identification. Student Access to the file will be granted within 2 days of confirming the student's identification.

HealthandSafety

SDG College complies with all relevant Work, Health and Safety legislation. Trainers will actively take steps to identify hazards that could cause harm to participants in the classroom and learning environment. Where possible, the trainers will take action to remove or control these hazards and will report the hazard to the appropriate on site personnel.

Where practicable, students must take responsibility for their own health and safety and that of their fellow students, or employees. This means students must follow all safety rules, procedures and the instructions of their trainer while in attendance at RTO premises.

Student Safety

OurRTO has a number of processes to provide a safe and secure learning environment to all students. These include hours of operation and access to staff to assist students where required. When travelling to and from the RTO premises it is important to ensure your own safety at all times. The following are some tips to follow to ensure your safety and all staff are able to assist you with strategies to improve your safety.

Student Safety Tips

- Don't openly carry valuables, including iPods, mobile phones, laptops, etc.

- Find suitable and safe routes to petrol stations, shops and your local police station. Try to find routes that are well lit and busy.

- Avoid confrontation - it is better and safer to walk away if you are being provoked.

- If you feel you are being followed, cross the street, and if you are still worried, move as quickly as possible to a public area (such as a restaurant) and then telephone for help.

  At night, walk in pairs in well-lit areas and on busier streets, not dark alleyways and side-streets.

- Have your keys ready well before you reach the door of your car or house.

- If you are going away, tell someone you trust where you are going and when you will be back.

- If travelling by bus or tram at night, try not to wait alone at the bus or tram stops. Arrange for others to meet you at your home stop if you are returning late and have a long way to walk home.

  If you are travelling by train at night, do not sit in an empty carriage. Try to sit near groups of people in a well-lit area.

  Check the time of the last train, bus or tram home to avoid being stranded at night.
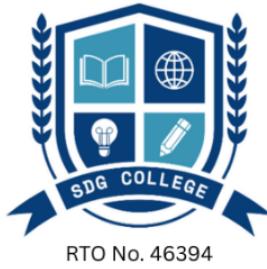
- Avoid walking alone after getting off public transport at night. If you can, walk close to a group of people or arrange for someone to meet you.

Emergency and Evacuation

SDG College has developed emergency evacuation plans and procedures to ensure that staff and students can implement these plans and procedures to assist with minimising the effects of personal danger and injury.

Emergency plans and procedures are developed and displayed to enable staff and students to acquaint

themselves with them, and become familiar with the requirements. Once implemented, all staff and students are required to comply with all requirements.

Evacuation plan
The existing evacuation plan shall be immediately adopted for any emergency.
If for any reason, it is not appropriate, an alternative method of maintaining safety should be considered and implemented.

Building Wardens
A warden system is in place. Hard hats are used to identify who is managing the evacuation. A **white** hat is the Chief Warden and their responsibility is to manage the overall emergency/evacuation process. The first trainer assumes the role of the Chief Warden. A **yellow** hat identifies an Area Warden, there is a yellow hat on each floor and it's their responsibility to assist the Chief Warden with the evacuation of their designated floor. Wardens are to be trained in the emergency management.

Evacuation assembly area
Assembly areas have been carefully identified to enable staff and students to report to an area where they can identify if any person may not have vacated the building.

Harassment and Discrimination

SDG College will provide a workplace that is free from all forms of harassment and discrimination (including victimisation and bullying). Everyone, regardless of whether they are a student, trainer, administration or support staff, is entitled to expect the same rights.

- The right to learn, teach or carry out their duties; The right to be treated with respect and treated fairly; The right to be safe in the workplace emotionally and physically; The right to have all reports of harassment and discrimination to be treated seriously, impartially and
- sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome,
- uninvited and unacceptable behaviour that will not be tolerated; The right to inform management of
- any harassment or discrimination and management has the
- responsibility to take immediate and appropriate action to address it;
  The rights of all individuals should be respected and confidentiality maintained;

- Complaints should be resolved by a process of discussion, cooperation and conciliation; Both the person making a complaint, and the person against whom the complaint has been made, has the right
- to receive information, support and assistance in resolving the issue.

Students have the responsibility to:

- Allow others to learn Make our premises safe by not threatening, bullying or hurting
- others in any way Make the classroom safe by obeying instructions Make our premises
- safe by not bringing illegal substances or weapons onto our premises Not steal, damage or
- destroy the property of others

Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised. Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers.

Staff and students should not make any frivolous or malicious complaints. All staff and students are expected to participate in the complaint resolution process in good faith.

Compliance with Legislations

SDG College is subject to a variety of legislations and regulations related to training and assessment as well as those related to general business operations. Legislation and regulation are continually being updated and, therefore, it is up to each staff member to be aware of this legislation. Legislations and regulations that effect SDG College operations includes but are not limited to:

- National Vocational Education and Training Regulator Act 2011.
- Standards for Registered Training Organizations 2025
- Student Identifiers Act 2014
- Student Identifiers Regulation 2014
- Private Security Act 2004
- Building Acts
- Building Regulations
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- Occupational Health and Safety Act 2004 (the Act)-Vic
- Occupational Health and Safety Regulations 2007-Vic
- Competition and Consumer Act 2010
- Competition and Consumer Regulations 2010
- Fair Trading Act 1989
- Industrial Relations Act 1999
- Copyright Act 1968
- Privacy Act 1988
- Antidiscrimination Act 1991
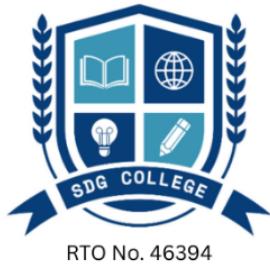
- Australian Human Rights Commission Act 1986 Sex
- Discrimination Act 1984 Disability Discrimination Act 1992
- Age Discrimination Act 2004 (Cth) Racial Discrimination Act
- 1975 Freedom of information Act 1982 Equal Opportunity Act
- 2010 Education and Training Reform Amendment (Skills) Act
- 2010 Education and Training Reform Act 2006 National
- Quality Framework Racial and Religious Tolerance Act 2001
- Multicultural Victoria Act 2004
- • Working with Children Act 2005
- Health Services Act 1988
- Human Services (Complex Needs) Act 2003
- Surveillance Devices Act 1999

For further information in relation to legislation and regulations please contact your trainer or alternatively you may go to the Australian Legal Information Institute website (www.austlii.edu.au). Listed below are the details of how to utilize this web site.

Assessment Methodology

Assessment: is the process of collecting evidence and making judgments on the extent and nature of performance and other requirements, as described in a set of standards, or learning outcomes, resulting in a judgment of whether or not competency has been demonstrated. Effective and objective assessment is key to the successful implementation of competency standards in the workplace and in education.

This is the judgment of performance and knowledge against the relevant industry competency standards. Assessment is carried out by the comparison of a student's evidence of skills and knowledge, and against the requirements of the Standards

Approach to assessment decisions in relation to assessment

Evidence of competency will be collected on a continuous basis throughout the unit. Assessments will be planned as per prescribed schedule. Students are required to be present at the scheduled time of training and assessment. Students who do not have the knowledge and skills will not be ready for assessment,

In order to achieve competency in a unit, a student must satisfactorily meet the requirements of each assessment task. SDG College uses the following assessment outcomes to make judgement for individual assessment tasks:

- Satisfactory (S) or
- Not yet Satisfactory (NYS)

- Competent (C) or,
- Not Yet Competent (NYC)

to make an overall judgement about the entire unit.

The formal assessment includes a number of scheduled summative assessment activities. Students will have had sufficient time to practice their skills over a period of time and in different contexts prior to undertaking assessment,

The forms of evidence required for the summative assessments include combination of Three or more of the following:
- Written tests
- Practical assessments (Observations)
- Class presentations
- Projects/Reports/Case studies
- Activities

Re-Submission

Student will be eligible for re-submission if:

- further evidence of an assessment is required when the student has partially completed the assessments and some of the works can be completed and/or corrected, and,
- when the student has participated in the learning and classroom activities and undertook the given assessment tasks.

Re-submission of any part (question/s) of a re-assessment may be in writing and evidence must be included with the original or completed submission. Your assessor may choose to verbally question you to gain more evidence of your understanding for a question which you do not answer successfully on the first attempt. The answers you provide verbally will then be added in the assessment and a record of this verbal questioning will be added by your trainer in the comments section on the assessment. For full details of this you should speak to your assessor.

Prior to any resubmission, students will be given feedback on the evidence they have already provided and/ guided as to the additional requirements to deem them competent in the unit. They may resubmit as often as/required to gain competence providing that resubmission can occur in a timely manner that is practical and reasonable for the Assessor to complete all the documentation required prior to completion.

Reassessment

If the student doesn't qualify for a re-submission or still deemed Not Yet Competent (NYC) after a re submission, he/she will need to go through a re-assessment process. All reassessments are subject to following conditions:

- Reassessments must be approved by the Manager
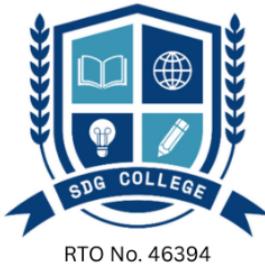
- Re-assessment will occur only for those assessment task/s in which the student was deemed Not Satisfactory.

- Students will not be charged additional fees if:

  I. the student is being reassessed during the allocated timeframe for a particular Unit of Competency.

  II. the reassessment is being conducted as a result of an appeal.

  III. if the student has not been able to attend the unit for genuine reasons and is ready to attend the unit according to the reassessment Time Table before the Term Break.

- Students will be charged reassessment fees if the student is being reassessed during Term Break Schedule.

Credit Transfer (CT)

SDG College acknowledges applications for credit transfer on the basis of AQF qualifications and statements of attainment issued by other registered training organisations. These include Universities, TAFEs, schools and private providers.

Credit Transfer means credit towards a qualification granted to students on the basis of outcomes gained by a student through participation in courses or nationally training package qualifications with another Registered Training Organisation.

Upon enrolment in a qualification or a course, a student's intention to recognize Credit Transfer (CT) of units of competence must be indicated at the initial enrolment process. It is important to identify all Units of Competence that the Student has already completed. These are reported as credit transfers (CT). This is evidenced by sighting the original certificate or transcript and making a photocopy which is signed and dated.

Recognition of Prior Learning-RPL

SDG College acknowledges 'non-traditional' forms of learning as valid pathways for recognition of competency achievement during the RPL assessment process.

The recognition of prior learning (RPL) process is an assessment process, which provides acknowledgement of all skills and knowledge gained through life experiences, work experience, previous training and formal education.

The RPL process examines the evidence within the following key principles:

- Adopting a focus on the competencies held rather than on how, when or where the learning occurred;
- demonstrated commitment to recognizing the prior learning of adults;
- providing access to the RPL process for all potential Students of courses;
- undertaking RPL processes which are fair to all those involved; and providing adequate support for all potential RPL applicants

The RPL assessment process includes the initial provision of information, support and counselling, formal application, assessment, post-assessment guidance and certification for students.

Students are informed of RPL at the time of the pre-enrolment interview/meeting and can elect to be considered for RPL by selecting the option available on the enrolment form.

The RPL process requires all competencies within a Unit of Competence (module) be evidenced. This evidence can take a variety of forms and is explained in the document titled 'RPL Application Form.'

Please note the following regarding RPL and CT:

- Both are to be identified before a student commences training, via the enrolment process
- If identified via enrolment that RPL/CT documentation is required, the student

administration team will deposit the appropriate documents in the student's file for the Trainer/Assessor to action

- It is the role of the Trainer/Assessor to complete the RPL/CT process for all students

- The Trainer/Assessor is to decide what evidence is required and when it is to be provided (which is documented this and follow up within a designated timeframe)

AcademicMisconduct

Students at SDG College are expected to maintain the highest standards of academic conduct. We know that most students conduct themselves with integrity and are disturbed when they observe others cheating. The following information should help you avoid unintentional academic misconduct and clarify the consequences of plagiarism and/or cheating.

Cheating:

To act dishonestly or unfairly in connection to an assessment conducted by SDG College. In accordance with SDG College's policies this is classified as an Academic Misconduct. The penalties for academic misconduct include:

- assigning Not Satisfactorily Completed to an assessment task

- awarding of Not Yet Competent for a unit of competency

- suspension from the course/qualification

- cancellation of enrolment

Plagiarism:

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own. Plagiarism is a serious act and may result in a participant's exclusion from a module or a course. When you have any doubts about including the work of other authors in your assessments, please

consult with your facilitator. The following list outlines some of the activities for which a participant can be accused of plagiarism:

- Presenting any work by another individual as one's own unintentionally
- Handing in assessments markedly similar to or copied from another student
- Presenting the work of another individual or group as their own work.
- Handing up assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

Note: same penalties as with cheating will apply for any plagiarism.

If the student does not agree with the SDG College's decision, then they are able access the Grievance, Complaints and Appeals Policy and Procedure.

All students have access to the Academic Misconduct Policy and Procedure and a copy can be produced by the Student Administration at any time upon request.

Refer to: Academic Misconduct Policy & Procedure at end of handbook

TrainingEvaluation

SDG College fully appreciates and acts accordingly to any feedback that you give us. A feedback form will be forwarded to you at the midpoint of your studies and on the completion of your training course. Please be assured that feedback forms remain confidential and are only used for the purpose of improving the quality of our service to students.

Qualification/CourseFeesandCharges

Fees for training vary depending on the unit, course or qualification. SDG College Fees and Charges for a particular unit, course, and qualification are published on the relevant brochures.

Qualification/Course Fees Refund

All applications for refunds must be made in writing by way of the "Application for Refund Form" and submitted to Student Administration. Approved applications will be processed within 14 days from the date of application.

Pleasenote:

Refer to: Refund Policy and Procedure at end of handbook.

Student Withdrawal and Termination of Training

SDG College recognizes that from time-to-time students withdraw from their qualification or course of study for various reasons. It is important that students communicate clearly to the RTO their intended enrolment status to ensure the RTO can best serve their needs and assist them in the most appropriate ways to achieve their personal academic goals,

Notifications of Withdrawal can only be made and accepted in person and/or via the student nominated email. A phone call or text message cannot be considered as notification of withdrawal.

SDG College reserves the right to terminate training (or withdraw your enrolment) in any of the following events:

- Non-payment of fees,
- The student failed to commence training after enrolling in the qualification of course,
- Where a student is unable to be contacted for a period in excess of 2 weeks and no prior notification has been received,
- The due date for assessment has passed without submission of assessment and also without notification and/or adequate reason given,
- There is evidence that the course of study is too difficult and will not be able to be completed without some other form of training beforehand.

Complaints and Appeals

Students have access to SDG College's complaints, and appeals process. The complaints and appeals policy and procedure ensures that fair and equitable processes are implemented for any complaints or appeals against RTO.

Students are able to submit a formal complaint to SDG College relating to any concern they may have (of academic and non-academic nature). All complaints are handled with confidence and are reviewed by the Campus Manager and CEO.

A student may also appeal a decision made by SDG College in regard to an outcome. Where a student feels they have been unfairly judged and assessed on a specified task, project or assessment they may have the assessment reviewed by submitting the Grievance, Complaints and Appeals Form. Students must provide supporting evidence or explanations as to why they feel the assessment is unfair and why they should be given further opportunity to be assessed.

All students have access to the grievance, complaints and appeals policy and procedure via the SDG College website, and a copy can be produced by the Student Administration Officer at any time upon request.

Refer to: Complaints and Appeals Policy & Procedure at end of handbook.

Appendix 1: Fees and Refunds Policy and Procedure

PP2.8 – Fees and Refunds

Policy area	StudentSupport
Standards	OutcomeStandards for RTOs, Standard 2.1 (c) (iii), (d), (e) Compliance Standards for RTOs for RTOs, Standard 18
Responsibility	CEO/ Manager

1.Purpose

The purpose of this policy and procedure is to ensure:

- students have access to clear and accurate information about fees and charges to make informed decisions about the services offered by SDG College

- the student's rights as a consumer are protected

- the student is informed about any changes to the services offered, the training product they are enrolled in or the terms of our service to them

- the student has access to fair and reasonable refund arrangement

- the amount a prospective or current student is required to pay in advance of a services being delivered is not to exceed a total of $1,500

2. Definitions

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

Short course means a low cost, short duration with a small number of units of competency usually conducted over 1-5 days. These courses usually relate to specific skills required in the workplace or required due to licencing or certification requirements.

Long course means a course designed to prepare the student to perform a vocational occupation such as a full qualification or a substantial course made up of multiple units of competency. These courses are usually delivered over many weeks or years.

The threshold for prepaid fee amount means the amount of fees a prospective or current student can be required to prepay is in excess of a total of $1,500. The purpose of a threshold for prepaid fee amounts is to limit the amount of money that can be required for payment by a student in advance of a service being delivered. It is a consumer protection measure.

Enrolment fee means a payment required to be paid by a student enrolling into a Long Course to cover the cost of administering the enrolment.

Tuition fee means the payment required to be paid by the student to cover the cost of materials, textbooks, student services and training and assessment services.

3. Policy statement

3.1 Fees Payable

SDG College charge fees for services provided to students undertaking training and assessment. These charges are generally for items such as course materials, textbooks, student services and training and assessment services.

Fees are payable at different stages depending on the type of course the student is enrolling in. As an example:

– for a Short Course, the total fee may be required to be paid via the website or at reception at the point when the student is registering for the course.

– for a Long Course with a scheduled start date, the student will be required to make a payment for their initial payment within 5 days of being issued an invoice or prior to the course commencing, whichever occurs first.

The payment requirements for all courses are specified within the current SDG College *Schedule of Fees and Charges*. The Schedule will identify the amount and when the initial payment must be made and any subsequent payments that are due as the course progresses. This information is provided to the prospective student as part of the pre-enrolment information process and is accompanied by the outline of the course being offered and the *Student Handbook*.
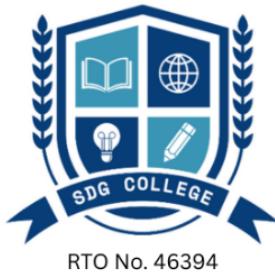
SDG College may discontinue training if fees are not paid in accordance with the agreed *Schedule of Fees and Charges*. If a payment is required prior to a service being delivered, the student is not permitted to undertake the service unless prior approval has been given by the CEO.

Where a student is required to pay an application fee as specified in the current *Schedule of Fees and Charges*, the application fee is non-refundable. This is to be clearly explained to the student within the *Schedule of Fees and Charges*.

Where services are being delivered directly to another business such as where an employer is engaging SDG College to deliver training to a group of its employees, this is a business to business service arrangement and fees will be invoiced as agreed between SDG College and the client. These arrangements are not subject to the threshold for prepaid fee amount and the total amount of fees can be invoiced at any time that is agreed between the parties.

Changes of tuition fees will not apply to students who have paid and or have already commenced their course.

3.2 Payment methods

SDG College accepts payment for fees using the following payment methods:

– Credit Card either over the phone or via our electronic invoice

– Electronic Funds Transfer (account details provided on the invoice)

– BPay – authorised bank payment

Payment in cash is not available. Please refer to our invoice for payment options.

3.3 Fees Paid in Advance

SDG College is not to require prospective or current students to prepay fees in excess of the threshold for prepaid fee amount which is in excess of a total of $1,500. This is an important consumer protection measure to limit the amount of fees that a student can be charged in advance of the services being delivered to the student.

Subsequent payments are based on the costs of the students training and assessment which is yet to be delivered and these payments will be proportioned over the course duration. As a general guide, SDG College should design a schedule of fees for a course to maximise the amount of money

that can be charged in advance of the service being delivered but, at no point is this to exceed the threshold for prepaid fee amounts. The purpose of maximising the amount of fees that are being charged in advance of the service being delivered is to ensure that SDG College is in receipt of money required to pay for services particularly where SDG College is incurring costs in advance of the planned service. The schedule of fees proportioned over the course duration is outlined within the *Schedule of Fees and Charges*.

If the cost of the course is less than $1,500, generally the full amount will be requested for payment prior to the course commencing.

As outlined at section 3.1, Where services are being delivered directly to another business (business to business service arrangement) these arrangements are not subject to the threshold for prepaid fee amount and the total amount of fees can be invoiced at any time that is agreed between the parties.

3.4 Schedule of Fees and Charges

The CEO is responsible for approving SDG College *Schedule of Fees and Charges*. The *Schedule of Fees and Charges* is to include the following information:

– the total amount of all fees including course fees, administration fees, material fees and any other charges the student may incur during their enrolment;

– any additional fees such as fees for re-issuing an AQF certificate, re-assessment fee or other miscellaneous charges;

– payment terms, including the timing and amount of fees to be paid and any nonrefundable amounts or administration fees;

– consumer protection arrangements;

– payment methods;

– any discounts, fee reductions or exemptions available for multiple enrolments, concession card holders, continuing students, group bookings etc; and

– refund policy.

The *Schedule of Fees and Charges* is an important component of the SDG College pre-enrolment information which is to be presented to the student systematically once we have received an enquiry

Version2.0

SDG College Pty Ltd I RTO Code: 46394

about our services prior to their enrolment or their commencement, whichever occurs first. This information is made up of a number of information products including the following:

- **advertising and marketing material** which communicates information to the student about the services to be provided in the training product in which they have expressed their interest.

- the **student handbook** which communicates information to the student about SDG College, its support services and the student's rights and obligations.

- The **schedule of fees and charges** which communicates information to the student about the fees and charges of the services offered by SDG College Including the schedule of payments (where applicable) and the students rights regarding seeking a refund.

These documents combined form part of our Terms of Service with the student and the student is required to acknowledge these requirements as part of their enrolment.

3.5 Refunds policy

The following refund policy will apply:

- **Prior to commencement.** Students, who gives notice to cancel their enrolment **10 business days** or more prior to the commencement of a course, will be entitled to a full refund of fees paid.

- **Prior to commencement**. Students who give notice to cancel their enrolment **9 business days** or less prior to the commencement of a course will be entitled to a 75% refund of fees paid. The amount retained (25%) by SDG College is required to cover the costs of staff and resources which will have already been committed based on the student's initial intention to undertake the training.

- **After commencement**. Students who cancel their enrolment after a course has commenced will not be entitled to a refund of fees of any fees paid in advance. An exception to this policy is where SDG College fails to fulfil its service agreement and fees are refunded under our guarantee to clients.

Discretion may be exercised by the Chief Executive Officer in all situations, if the student can demonstrate that extenuating or significant personal circumstance led to their withdrawal. In these cases, the student should be offered a full credit toward the tuition fee in another scheduled course

in-lue of a refund. Chief Executive Officer may also authorise a refund of tuition fees if the circumstances require it.

Where refunds are approved, the refund payment must be paid to the student within 14 days from the time the student gave written notice to cancel their enrolment. Tuition refunds are to be paid via electronic funds transfer using the authorised bank account nominated by the student on the Refund Request Form.

All requests for refund of fees must be made in writing using the *Refund Request Form* which may be obtained from SDG College reception or from the website. The form must be signed by the student.

The following outlines the SDG College refund policy is various circumstances and situations which may arise:

– Cancelling enrolment after a course has commenced - Students who cancel their enrolment after a course has commenced will not be entitled to a refund of fees.

–
Refunds for textbooks - Where a student has purchased a textbooks or training workbooks and subsequently cancels, SDG College will not provide a refund monies for a textbooks or training workbooks.

–
Refunds of enrolment fees - Where an enrolment fee applies, enrolment fees are nonrefundable in all circumstances.

– Non-transferable - SDG College refunds are not transferable to another person.

–
Refunds for classes missed - No refunds will be made for classes missed due to exams, excursions, or other obligations that fall outside the normal schedule of classes.

– Intake numbers are insufficient - SDG College reserves the right to cancel a course if intake numbers for a scheduled course are insufficient. In the unlikely event that SDG College cancels a course if intake numbers are insufficient, the student will receive a full refund.

– Behaviour Misconduct - Students who demonstrate behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund (ref to *PP2.7-Behaviour Misconduct*).

3.6 Replacement of text and training workbooks

Students who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement. Where a student has purchased a text or training workbooks and subsequently cancels his or her enrolment, SDG College will not refund monies for the text unless a written request for a refund is received, and SDG College is satisfied that the text is in as-new condition. For a full list of replacement charges please refer to SDG College *Schedule of Fees and Charges*.

3.7 Statutory cooling off period

A statutory cooling off period (which is 10 days) is a period of time provided to a consumer to allow them to withdraw from a consumer agreement, where that agreement was established through unsolicited marketing or sales tactics. These include tactic such as door-to-door sales and telemarketing. A statutory cooling off period allows a consumer to withdraw from a sales agreement within 10 days of having received a sale contract without penalty. SDG Collegedo not engage in unsolicited marketing or sales tactics and therefore a statutory cooling off period in not applicable to our students who have enrolled into a course. For refund option in other circumstances, students must refer to the above refund policy.

3.8 Consumer Protection and Guarantee

If SDG College cancels or ceases to provide planned training, SDG College must issue a full refund for any services not yet provided. The basis for determining "services not yet provided" is to be based on the units of competency completed by the student and which can be issued in a statement of attainment at the time the service is ceased. As an example: A student enrolled in a course of 2 units of competency and paid $600.00 up front as the total course fee. The course was cancelled due to the trainer falling ill and the student at that time had completed 1 of the 2 units. The student's enrolment would be finalised, and the student would receive a Statement of Attainment for the 1 completed units. The student would also receive a refund of $300.00 which represents that value of the training not delivered.

Students' undertaking a vocational education and training course are protected under Australian Consumer Law and under State and Territory consumer protection laws. These protections include areas such as unfair contract terms, the consumer guarantees, to statutory a cooling-off period, and unscrupulous sales practices. More information about consumer rights can be accessed from the Australian Consumer Law website which includes a range of helpful guides relating to specific areas of protection. Please visit the following site for more information: Australian Consumer Law.

Students who are unhappy with SDG College arrangements for the collection and refunding of tuition fees are entitled to lodge a complaint. This should occur in accordance with SDG College complaints policy and procedure (ref to *PP2.9-Complaints Handling*).

3.9 Payment of GST

GST is exempt under section 38-85 GSTR 2003/1 Goods and Services Tax, tax ruling. The ruling explains the supply of a course for 'professional or trade course' is a GST-free education course. ATO reference:

https://www.ato.gov.au/law/view/document?DocID=GST/GSTR20011/NAT/ATO/00001andPiT=99991231235958

Where a studentisenrolled in a course which is offering units of competency or a whole qualification,thecoursefees attached to this enrolment will be exempt from the payment of GST. GST does applyonthepayment of some miscellaneous charges where these charges are in addition to and outsidethenormalservices offered in a course. Please refer to SDG Collegeschedule of fees and charges fordetailsofwhat GST is and is not applied to.

3.10   Changestotermsand condition

If at any time thereisachange to the agreed services to be provided or policies relating to the student's rights andthepayment of fees and other charges, SDG College must advise current students in writing(email)prior to any of these changes coming into effect. This includes changes to course delivery arrangements, changes to ownership or third party arrangements, changes caused by training producttransition, or changes to our policies and procedures.

Students are to benotifiedof any changes to terms and conditions 28 days prior to these changes coming into effect.Onbeing informed of these changes, students have the right to appeal the decision of SDG Collegeifthe decision effects the terms of their enrolment or the services agreed to at the beginning oftheirenrolment. The appeal of any decision is to be handled in accordance with the Appeals PolicyandProcedure (ref to *PP2.10-Appeals Handling*).

4. Considerations

None

5. Procedure

Steps		Person/s responsible
5.1 Invoicing fees		
i.	The Office Manager will be notified by the LMS or the administration staff when a new enrolment is complete – Refer to *PP2.2 - Enrolment*.	Office Manager
ii.	Prepare an invoice for fees according to the *Schedule of Fees and Charges*. **Invoicing individual students:** Invoices must not exceed $1500. **Invoicing a business:** Invoices to employers may exceed $1500. Fees with employers may be negotiated directly through a commercial contract and pre-paid fee protections do not apply.	Office Manager CEO
iii.	Monitor payments received and update the student management system.	Office Manager
iv.	Issue receipt once payment is received.	Office Manager
v.	Notify the Training Manager when a payment is received, and the student can commence. The initial fee payment must be made prior to commencing training.	Office Manager CEO
vi.	Where a subsequent payment/s is required, the Office Manager or CEO will record the dates for invoicing subsequent payment/s and invoice accordingly.	Office Manager

vii.	Notify the Training Manager of any subsequent payment received and update the student management system. The Training Manager or Trainer will only release additional training materials once the subsequent payment is received.	Office Manager CEO Training Manager, Trainers

5.2 Processing Refunds

Steps		**Person/s responsible**
i.	A student who wishes to cancel their enrolment must give notice in writing. All requests for refund of fees must be made in writing using the *Refund Request Form* which may be obtained from SDG College reception or from the website. The form must be signed by the student.	Office Manager
ii.	SDG College staff who are approached with initial notice of cancelation are to ensure the student understands their rights with regards to the refunding of tuition fees.	Office Manager
iii.	Provide students seeking a refund with a *Refund Request Form*. Students' who may not be eligible but are requesting a refund should also be provided with the *Refund Request Form* so the request can be properly considered by the CEO.	Office Manager
iv.	The CEO will consider all Refund Requests and inform the student whether their request is approved or not approved.	CEO
v.	If the request is approved, the Office Manager will be notified. If the request is not approved, the student will be notified of their right to appeal. Refer to: *PP2.10 - Appeals Handling*.	CEO Office Manager

vi.	The CEO or Office Manager will determine the appropriate refund based on the Refund Policy and will process the Refund Request within 14 days to the student's nominated bank account.	CEO Office Manager

6. Other documents to consider with this policy

Policies

- PP2.2 - Enrolment

- PP2.9-Complaints Handling

- PP2.10 - Appeals Handling

Forms

- Refund Request Form

- Schedule of Fees and Charges

- Complaints Handling Form

- Request to Appeal a Decision Form

Handbooks, manuals or other documents

None.

Appendix 2: Complaints Handling

PP2.9-Complaints Handling

Policy area	
	Complainant Support
Standards	Outcome Standards for RTOs, Standard 2.7.
Responsibility	CEO, Student Support Officer, Training Manager

1.Purpose

The purpose of this policy and procedure is to ensure:

– information about how to provide feedback and make complaints is publicly available and easily accessible

– complainants are supported to provide feedback and make complaints

– persons making a complaint are afforded procedural fairness

– we handle complaints within a reasonable timeframe for responding to and resolving complaints

– we provide options for further action through relevant third parties where complaints are not resolved

– outcomes of complaints are documented and communicated

– feedback and complaints are used to inform continuous improvement to prevent the reoccurrence

2.Definitions

Complainant means the person making a complaint, this may be a student, employer, trainer or any other person making a complaint. It is not limited to complaints made by students only.

Complaint generally means negative feedback about services or people which has not been resolved locally.

3. Policy statement

3.1 Approach to complaints

SDG College are open to receiving feedback and complaints. We are committed to providing a fair and transparent complaint handling process. We do this by:

– ensuring there is no detriment to people who complain

– fostering a receptive, blame-free culture that is open to feedback and improvement

– providing a range of avenues through which people may make complaints – e.g. via email or verbally to trainers, the Student Support Officer or other relevant staff.

– Making information on our complaints handling process publicly available on our website and in our Student Handbook providing transparency regarding how complaints and feedback are handled, what complainants can expect and expected timeframes for resolution of complaints.

3.2 Ensuring procedural fairness

SDG College implement the following mechanisms to ensure procedural fairness when handling complaints:

– the complaint is handled by an unbiased person

– both the complainant and the subject of the complaint (where this is a person) are given an opportunity to be heard and to provide relevant information

– similar complaints are treated in a consistent manner to ensure fairness and reliability in the resolution process

– a person making a complaint will be informed of any outcome or decision before the decision is implemented and will have the option to respond

– the privacy of complainants is protected, and the information included in a complaint is kept confidential.

3.3 Early Resolution of Complaints

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. It is often the case that complaints can be avoided by proper communication and respect between persons involved. Where the issue cannot be resolved locally and needs to be from last as a complaint is to be made in accordance with the following section.

Version2.0
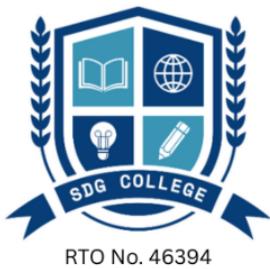
3.4 Making a Complaint

A complaint may be received by SDG College in any form and does not need to be formally documented by the complainant in order to be acted on. Complaints may be made by any person.

The complaints policy must be publicly available. This means that the complaints policy and procedure will be published on the SDG College website and will be communicated to complainants within the complainant handbook.

Complaints are to be handled in the strictest confidence. No SDG College representative is to disclose information to any person without the permission of the CEO. A decision to release information to third parties can only be made after the complainant has given permission for this to occur. This permission should be given By providing written consent.

SDG College shall maintain the enrolment of the complainant during the complaint handling process.

The complainant is entitled to be heard with access to all relevant information and with the right of reply ensuring procedural fairness is applied at every stage of the complaint process.

The complainant may be accompanied and/or assisted by a support person at any relevant meeting. Where the complainant is a child or young complainant, they may be accompanied by a family member or carer at any relevant meeting.

3.5 Communicating the Complaint Handling Policy and Procedure

The complaints handling policy will be:

- Publicly available on the SDG College Website

- Integrated into the SDG College Complainant Handbook

- Included in the SDG College Policy and Procedure

Complainants are also encouraged to provide feedback to their Trainer, the Student Support Officer or any other SDG College staff member at any time, as outlined in the *Student Handbook* and PP*4.7 - Continuous Improvement*.

3.6 Complaint Handling Timeframe

We are committed to resolving complaints in a reasonable timeframe and without unnecessary delay. While we will respond to all complaints in a timely manner, some complaints may require more urgent attention than others, and some complaints may take longer to resolve than others.

− **Written Acknowledgement** - The first step is written acknowledgement by SDG College **no later than 24 hours** from the time the complaint is received. This acknowledgement is intended to provide the complainant assurance that SDG College has received the complaint and will review the relevant issues and provide a response as soon as practical. The acknowledgement must inform the person that they will receive a written response.

− **Initial Assessment and Categorisation -** SDG College will triage complaints by classifying complaints based on severity, urgency, and nature, and prioritising cases that need immediate attention. An initial assessment and categorisation of the complaint will be conducted **within 2 working days** based on:

- **Severity:** Determine if the complaint involves safety, harassment, discrimination, or legal concerns, which would necessitate urgent action. Less severe complaints could involve general dissatisfaction or requests for improvement.

- **Urgency:** Consider how soon the issue needs to be resolved. Complaints that could impact ongoing training sessions or reputation may need to be escalated.

- **Nature of Complaint:** Identify if it's related to training and assessment, trainer behaviour, administrative issues, or facilities.

Prioritisation
Assign a priority level (e.g., critical, high, medium, low) based on the assessment. For instance:

- **Critical:** Complaints with legal or safety implications, or those that could harm complainants' well-being.

- **High:** Issues with significant impact on training quality or participant experience, such as trainer behaviour or course content.

- **Medium:** Less urgent issues, like scheduling or minor logistical concerns.

- **Low:** Minor complaints, often administrative or preference-based, which don't require immediate resolution.

– **Handling the complaint** - Complaints that have been categorised as Severe, with a Critical priority rating, will be acted on immediately. The handling of all complaints will commence within **seven (7) calendar days** of the lodgement of the complaint and all reasonable measures will be taken to finalise the process as soon as practicable. A written response must be provided to the complainant within **fourteen (14) calendar days** of the lodgement of the complaint.

- As a benchmark, SDG College should attempt to resolve complaints as soon as possible. A timeframe to resolve a complaint within **thirty (30) calendar days** is considered acceptable and in the best interest of SDG College and the complainant.

- A complainant should also be provided with regular updates to inform them of the process of the complaint handling. Updates should be provided to the complainant at a minimum of **two (2) weekly intervals**.

Complaints must be resolved to a final outcome within **thirty (30) calendar days** of the complaint being initially received. Where SDG College Chief Executive Officer considers that more than 30 calendar days are required to process and finalise the complaint, the CEO must inform the complainant in writing, including reasons why more than 30 calendar days are required, and maintain regular fortnightly contact with the complainant including to explain any further delays.

3.7 Principles of Natural Justice and Procedural Fairness

A complainant is to be provided an opportunity to formally present his or her case at no cost. The principles of Natural Justice and Procedural Fairness must be incorporated into the complaint handling process to ensure that decision-making is fair and reasonable. Natural justice must be observed when it affects the rights, interests or legitimate expectations of individuals. The following principles are to be applied:

CEO and bias. Where the CEO feels that they may have bias or there is a perception of bias or where the person making the complaint is not satisfied with how the matter has been handled, the complainant is to be referred directly to an independent third-party for consideration and response.

Responding to Allegations. Where a complaint involves one person making allegations about another person, it is a requirement for SDG College to hear both sides of the matter before making any judgements about the complaint should be settled. A person who will be affected by a decision made by SDG College as a result of a complaint has the right to be fully informed of any allegations and to be provided adequate opportunity to be heard and respond. The person has the right to:

- Put forward arguments in their favour,

- Show cause why a proposed action should not be taken,

- Deny allegations,

- Call for evidence to disprove allegations and claims,

- Explain allegations or present an innocent explanation, and

- Provide mitigating circumstances (information aimed at reducing the severity, seriousness of something).

SDG College also has an obligation to fully consider the substance of allegations and the response provided by parties before making a decision. Decisions must be communicated to the complainant and relevant person's subject of allegations in writing. This is to include advising these persons of their right to seek a third-party review of decisions made by SDG College.

Referring matters to authorities. Where an allegation is made that involves alleged criminal or illegal activity and it is considered outside the scope and expertise of SDG College to investigate the matter, then in these circumstances SDG College reserves the right to report these allegations to law enforcement authorities. Persons related to the matter involving alleged criminal or illegal activity will be advised in writing if this course of action is being taken.

Third Party Review. Where the person making a complaint is not satisfied with the handling of the matter by SDG College, they have the opportunity for a body or person that is independent of SDG College to review his or her complaint following the internal completion of complaint handling process. Before a person seeks a review by an independent third party, they are requested to first allow SDG College to fully consider the nature of the complaint and to respond to the person in writing. If after this has occurred, the person is not satisfied with the outcome, they have the right then seek a review by an independent third party. To request a review by an independent third party, the complainant should inform the Office Manager of their request who will initiate the process with the Chief Executive Officer.

In these circumstances, the SDG College Chief Executive Officer will advise of an appropriate party independent of SDG College to review the complaint outcome (and its subsequent handling) and provide advice to SDG College in regard to the recommended outcomes. The independent third-party is required to respond with their recommendations within **fourteen (14) working days** of their

review being requested. This advice is to be accepted by SDG College as final, advised to the person making a complaint in writing and implemented without prejudice.

Where the SDG College appoints or engages an appropriate independent person to review a complaint, the SDG College will meet the full cost to facilitate the independent review.

3.8 Unresolved Complaints

Once the complaint handling process has concluded; where the person making a complaint remains not satisfied with the outcome of the complaint handling procedure, the person is to be advised that they have the right to refer the matter to any external authority/agency that may be relevant to their complaint.

The following external agencies are nominated in the first instance as relevant points of referral the person may consider:

– In relation to consumer related issues, the person may refer their complaint to the **Office of Fair Trading**.

–
In relation to the delivery of training and assessment services, the person may refer their complaint to the **National Training Complaints Service** via the following phone number: 13 38 73 or visit the website at https://www.dewr.gov.au/national-training-complaints-hotline or alternatively to the Australian Skills Quality Authority at the following website https://asqaportal.asqa.gov.au/Makea-Report//?from=tip-off

– In relation to matters relating to privacy, the person may refer their complaint to the **Office of the Australian Information Commissioner** via the following details:

https://www.oaic.gov.au/individuals/how-do-i-make-a-privacy-complaint or call on 1300 363 992

This guidance is also communicated to complainants within the Student Handbook and also within the publicly available policies and procedures on SDG College website. It is expected that the above agencies will investigate the persons concerns and contact the SDG College for information. External agencies will typically request a copy of any record of how the complaint was handled from the person. SDG College is to ensure that the person is provided with a written response that they may use for this purpose.

The SDG College is to cooperate fully with agencies such as the National Training Complaints Service, the Office of Fair Trading or ASQA that may investigate the handling of a complaint. SDG College
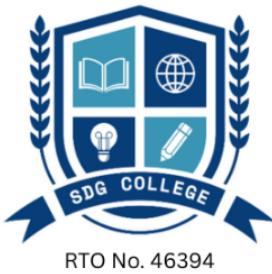
considers that it would be extremely unlikely that a complaint is not able to be resolved quickly within SDG College internal arrangements.

3.9 Record Management of Complaint Records

Records relating to complaints will present in two formats. There will be electronic records in the form of email correspondence and other documents which are communicated electronically and hard copy records which are submitted by the complainant or generated by SDG College. There is also a record of the complaint maintained within the SDG College complainant management system. This includes the details about the complaint and a diary log which records the progress of the complaint handling and closure. This record also records identified opportunities for improvement that result from complaints handling.

All records regardless of their format will be saved in a digital format into a secure folder located on the SDG College file storage. Each file is to be clearly labelled with the document title or subject and the date of which the document was received or generated. This folder must only be accessible to persons authorised by the Chief Executive Officer. Records stored on the complainant management system are to be accessible only to administrators and managers.

To ensure records are maintained in a safe and suitable condition, the following is to apply:

− Records must be kept securely to prevent them being accessed by any non-authorised personnel.

−

Records must be kept confidential to safeguard information and to protect the privacy of complainants.

− Records must be kept to avoid damage by fire, flood, termites or any other pests.

− Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backedup off site.

A correspondence record must be made for each complainant making a complaint. All email and letter communication should be retained with the complainant correspondence record within the complaint handling file.

3.10   Period of retention of Complaints Records

SDG College is to retain records relating to complaints handling for a minimum of five (5) years.

3.11   Destruction of Complaints Records

The CEOis the only person who canauthorise (in writing) the destruction of complaint handling records.Records are only to be authorised for destruction after the retention period has lapsed.

4. Considerations

4.1RelationshiptoContinuous Improvement

Frequently, the complaints handling process will expose weakness in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of complaints handling is very positive and should be actively applied by all persons involved. It is for this reason that complaints received from stakeholders should be seen in a positive light and as opportunities for improvement. At the end of the complaint handling process, consideration is to be given to opportunities for improvement that can be applied to prevent the recurrence of the complaint.

5. Procedure

Steps	Person/s responsible
5.1 Complaints Handling	
i. **Inform complainants of Complains Handling process** Upload Complaints Handling policy and procedure on our website and provide to complainant in their *Complainant Handbook*.	CEO

ii.	**Receive Complaint** A complaint may be received in any form (written or verbal) although persons seeking to make a complaint are recommended to complete the *Complaint Form* which is available to them on the SDG College website or can be obtained from the SDG College office. There is no time limitation on a person who is seeking to make a complaint. The completed complaint from is to be submitted to the Office Manager either in hard copy or electronically via the following contact details: Insert Address Insert Email	Student Support Officer

	If a complainant has any difficulty assessing the required form or submitting the complaint to SDG College, they are advised to contact SDG College immediately at the following phone number: Insert Phone Number If the complainant is a child or young person, they may enlist the support of a family member or carer, or the Student Support Officer, in explaining the complaint process and helping them to complete the Complaint Form.	
iii.	**Acknowledge receipt of complaint** The complainant must be provided a written acknowledgement using the template *Complaints Handling Written Acknowledgement* as soon as possible and no later than 24 hours from the time the complaint is received using the written acknowledgement email template. The acknowledgement must inform the complainant that they will receive a written response within 14 days and explain the complaints handling process and the person's rights and obligations.	Student Support Officer

iv.	**Determine complaint handling priority. Initial Assessment and Categorisation -** Triage complaints by classifying complaints based on severity, urgency, and nature, and prioritising cases that need immediate attention. An initial assessment and categorisation of the complaint will be conducted **within 2 working days** based on: • **Severity:** Determine if the complaint involves safety, harassment, discrimination, or legal concerns, which would necessitate urgent action. Less severe complaints could involve general dissatisfaction or requests for improvement. • **Urgency:** Consider how soon the issue needs to be resolved. Complaints that could impact ongoing training sessions or reputation may need to be escalated. • **Nature of Complaint:** Identify if it's related to training and assessment, trainer behaviour, administrative issues, or facilities.	
	Prioritisation Assign a priority level (e.g., critical, high, medium, low) based on the assessment. For instance: • **Critical:** Complaints with legal or safety implications, or those that could harm complainants' well-being. • **High:** Issues with significant impact on training quality or participant experience, such as trainer behaviour or course content. • **Medium:** Less urgent issues, like scheduling or minor logistical concerns. • **Low:** Minor complaints, often administrative or preferencebased, which don't require immediate resolution.	

v.	**Record Complaint** The complaint must be entered into the *Complaints and Appeals Register*. The Complaints and Appeals Register identifies the complainant, relation with SDG College, nature of complaint, findings/outcomes, any links with the Continuous Improvement report and the dates received and closed. Prior to entering the complaint form into the register, check if the person has not already submitted a complaint, if it is accurately recorded or if it has been recorded as a subsequent contact. The complaints register within the complainant management system is to be used to record the details of the complaint and to maintain a chronological journal of events during the complaint handling process. Records relating to complaints handling must be stored securely to prevent access to unauthorised personnel.	Student Support Officer
vi.	**Review and investigate complaint** The complaint is forwarded to the Chief Executive Office for review. The CEO will determine if the complaint requires further investigation or consultation or if the matter can be solved internally.	Student Support Officer CEO
vii.	**Keep the complainant up to date** As the complaint handling is progressing, the complainant is to be provided regular updates not less than every two weeks advising them of the status of the complaint and how it is progressing using the template Letter - *Complaints or Appeals Update/*	Student Support Officer CEO
viii.	**Give opportunity to respond (if applicable)** Where a complaint is made about or involves allegations about another person, SDG College is obliged to inform this person about this complaint or allegation and provide them the opportunity to respond and present information in response to the issues raised.	CEO Student Support Officer

ix.	**Refer to Police (if applicable)** Where a complaint is received by SDG College which involve allegations about alleged criminal conduct, SDG College are to recommend the person making the complaint refer the matter to the relevant State or Territory Police Service.	CEO
x.	**Determine response and communicate to the complainant** The CEO reviews the outcomes of the investigation/consultation and determines the complaint response within 30 days. Communicate the findings and outcomes to the complainant using the *Complaints Response Letter Template.*	CEO
xi.	**Review by an independent third party, where required** Where a complainant is not satisfied with the handling of the complaint by SDG College, a body or person from an independent third party can be requested to review the complaint. The third-party is required to respond to with their recommendations within **fourteen (14) calendar days** of their review being request. The complainant is to be advised of review by a third party using the template *Third Party Written Acknowledgement.*	CEO Independent Third Party
xii.	**Implement response and Advise Complainant**	Student Support Officer
	Decisions or outcomes of the complaint handling process shall be implemented immediately. The complainant shall be advised of the complaint outcome in writing using the template *Letter - Complaints or Appeals Response.*	
xiii.	**Obtain written acknowledgement from the complainant** SDG College must request written acknowledgement from the complainant once the complaint has been resolved.	Student Support Officer

Version2.0

xiv.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Student Support Officer Training Manager CEO
xv.	**Document Response** The complaint must be updated and recorded in the *Complaints Register*. All associated documents relevant to the complaint should be retained including any records of continuous improvement.	Student Support Officer

6. Other documents to consider with this policy

Policies

- PP4.3 - Management Meeting

- PP4.4 - Third Party Management

- PP4.7 - Continuous Improvement

Forms

- Complaints Form

- Complaints Register

- Complaints Response Letter Template

- Continuous Improvement Register

Handbooks, manuals or other documents

None.

Version2.0

SDG College Pty Ltd I RTO Code: 46394

7. Flow chart

Complaints Handling Process

SDG College Pty Ltd I RTO Code: 46394

Start

Complaint is received and acknowledged

Has a complaints form been submitted?

N → Person receiving complaint completes form

Y

Enter complaint into Complaints Register

Complaint is forwarded to CEO, allocates priority and determines to review or refer to third party.

CEO reviews the complaint

Is investigation / consultation required?

Y → CEO or delegate completes investigation / consultation

N

CEO review outcomes of investigation / consultation

CEO determines complaint response

CEO communicates complaint response to complainant

Is complainant satisfied?

N → CEO refers the complaint to an independent **third party**.

Y

Implement complaint outcomes and raise opportunity for improvement action.

Complainant provided a formal written acknowledgement

Update Complaints Register, consider OFI

End

Version2.0

Third Party Review Process

8. Reference(s)

Outcome Standards for RTOs, Standard 2.7. Effective feedback and complaints management addresses concerns and informs continuous improvement.

The RTO demonstrates:

(a) information about how to provide feedback and make complaints is publicly available and easily accessible

(b) VET complainants are supported to provide feedback and make complaints

(c) a complaints management system that:

      (i)   ensures parties are afforded procedural fairness

      (ii) identifies reasonable timeframes for responding to and resolving complaints

      (iii) provides avenues for further action where complaints are not resolved (d)

   outcomes of complaints are documented and communicated to relevant parties

(e) feedback and complaints are used to inform continuous improvement.

Appendix 3: Appeals Handling

PP2.10 – Appeals Handling

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.8.
Responsibility	CEO Trainers and Assessors, Training Manager

1. Purpose

The purpose of this policy and procedure is to ensure:

- students are informed about avenues for appealing decisions

- students are afforded procedural fairness

- appeals are actioned in a reasonable timeframe

- avenues for review by an independent party

- outcomes are documented and communicated to the student

- outcomes of appeals are used to inform continuous improvement

2. Definitions

Appeal. An appeal is an application by a student for reconsideration of an unfavourable decision or finding during their time with SDG College. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be lodged within 28 calendar days of the decision or finding being informed to the student.

3. Policy statement

3.1 Who and what does this policy apply to?

This policy relates to appeals of decisions made by SDG College. These appeals may be submitted by a student where SDG College has made a decision that is relevant to the student, or which effects the student in some way. Where SDG College makes a decision which does not relate to or effect a student, the student is not eligible to appeal the decision.

The following are some examples of decisions that a student might appeal:
   – An assessment decision of the student's knowledge and skills,
   – An administrative decision that effects the student directly,
   – A policy decision that changes the nature of the terms of service that the student agreed to at the time of their enrolment,
   – A decision in relation to utilising third parties in service delivery,
   – A decision in relation to a training product being superseded or deleted and the related transition process, or
   – A decision to change the nature of the service being delivered that the student agreed to at the time of their enrolment.

The above list of examples is not exhaustive, and this policy may apply to literally any decision that SDG College makes that is relevant to the student, or which effects the student in some way.

3.12   Ensuring procedural fairness

SDG College implement the following mechanisms to ensure procedural fairness when handling appeals:

-   the appeal is handled by an unbiased person not involved in making the original decision

-   the student is given an opportunity to be heard and to provide relevant information

-   the privacy of all parties involved is protected, and the information included in an appeal is kept confidential. Only individuals directly involved in the appeals process will have access to the appeal information.

-   information is handled sensitively to ensure that students feel safe and supported when lodging an appeal.
   ### 3.2 The appeals period

Students have the right to appeal decisions within **28 calendar days** of receiving notification of the decision. Appeals submitted after this period may not be considered.
   ### 3.3 Early Resolution of Appeals

Students are encouraged to resolve any concerns they may have directly with the SDG College staff member involved in the first instance. It is often the case that the student's decision to make an
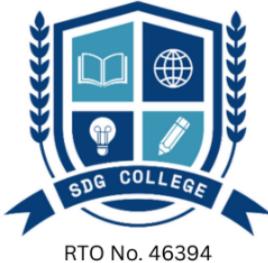
appeal can be avoided by proper communication and consultation with students at the time a decision is made.

3.4 Submitting an Appeal

If the student is unable to resolve the issue directly with the SDG College staff member, they should raise the appeal with the Training Manager, Office Manager or CEO. This may be verbally in the first instance and must then be in writing by completing a *Request for an Appeal of a Decision Form.* The request for an appeal may be submitted to the Training Manager, Office Manager or CEO. Alternatively, the student may submit it via email or hard copy via the post. The contact details for submitting the appeal are provided to the student in the *Student Handbook*.

3.5 Communicating the Appeals Handling Policy and Procedure

The appeals handling policy and procedure will be:

- Publicly available on the SDG College Website

- Integrated into the SDG College Student Handbook

- Integrated in the SDG College Policy and Procedures

3.6 Principles of Natural Justice and Procedural Fairness

A student is to be provided an opportunity to formally present his or her case at no cost. Each student may be accompanied and/or assisted by a support person at any relevant meeting. The principles of Natural Justice and Procedural Fairness must be incorporated into every stage of the appeals handling process to ensure that decision-making is fair and reasonable. Natural justice must be observed when it affects the rights, interests or legitimate expectations of individuals. The following principles are to be applied:

– **CEO bias.** Where the Chief Executive Officer of SDG College feels that they may have bias or there is a perception of bias or where the person making the appeal is not satisfied with how the matter is being handled, the student is to be referred directly to an independent third-party for consideration and response. This means that the student is entitled to have their appeal heard by a person that is without bias and may not be affected by the decision.

– **Third Party Review.** Where the student is not satisfied with the handling of the matter by SDG

College, they have the opportunity for a body or person that is independent of SDG College to review his or her appeal following the internal completion of the appeal handling process. Before a person seeks a review by an independent third party, they are requested to first allow SDG College to fully consider the nature of the appeal and to respond to the person in writing. If after this has occurred, the person is not satisfied with the outcome, they have the right then seek a review by an independent third party. To request a review by an independent third party, the student should inform the Office Manager of their request who will initiate the process with the Chief Executive Officer.

– In these circumstances, the SDG College Chief Executive Officer will advise of an appropriate party independent of SDG College to review the appeal outcome (and its subsequent handling) and provide advice to SDG College in regards to the recommended outcomes. The independent third-party is required to respond with their recommendations within **fourteen (14) calendar days** of their review being requested. This advice is to be accepted by SDG College as final, advised to the person making a appeal in writing and implemented without prejudice.

– Where the SDG College appoints or engages an appropriate independent person to review an appeal the SDG College will meet the full cost to facilitate the independent review.

3.7 Confidentiality

Appeals are to be handled in the strictest of confidence. No SDG College representative is to disclose information to any person without the permission of SDG College CEO. A decision to release information to third parties can only be made after the student has given permission for this to occur. This permission should be given as a written consent.

3.8 Appeals Handling Timeframe

SDG College will provide written acknowledgement of receiving the appeal no later than **24 hours** from the time the appeal is received using the appeals written acknowledgment email template. The acknowledgement must inform the student that they will receive a written response within **14 days** to explain the appeals handling process and the person's rights and obligations.

Appeals must be resolved to a final outcome within **thirty (30) calendar days** of the appeal being initially received. Where SDG College Chief Executive Officer considers that more than 30 calendar days are required to process and finalise the appeal, the CEO must inform the student in writing, including reasons why more than 30 calendar days are required.

3.9 Unresolved Appeals

Version2.0

Once the appeals handling process has concluded; where the person seeking an appeal of a decision remains not satisfied with the outcome of the appeals handling procedure, the person is to be advised that they have the right to refer the matter to any external authority/agency that may be relevant to their appeal. The following external agencies are nominated in the first instance as relevant points of referral the person may consider:

− In relation to consumer related issues, the person may refer their complaint to the **Office of Fair Trading**.

−

In relation to the delivery of training and assessment services, the person may refer their complaint to the **National Training Complaints Service** via the following phone number: 13 38 73 or visit the website at https://www.dewr.gov.au/national-training-complaints-hotline or alternatively to the Australian Skills Quality Authority at the following website https://asqaportal.asqa.gov.au/Makea-Report//?from=tip-off

− In relation to matters relating to privacy, the person may refer their complaint to the **Office of the Australian Information Commissioner** via the following details:

https://www.oaic.gov.au/individuals/how-do-i-make-a-privacy-complaint or call on 1300 363 992

This guidance is also communicated to students within the Student Handbook and also within the publicly available policies and procedures on SDG College website. It is expected that the above agencies will investigate the persons concerns and contact the SDG College for information. External agencies will typically request a copy of any record of how the appeal was handled from the person. SDG College is to ensure that the person is provided with a written response that they may use for this purpose.

SDG College is to cooperate fully with agencies such the Office of Fair Trading or ASQA that may investigate the handling of an appeal. SDG College considers that it would be extremely unlikely that an appeal is not able to be resolved quickly within SDG College internal arrangements.

3.10 Record Management of Appeals Records

Records relating to appeals will present in two formats. There will be electronic records in the form of email correspondence and other documents which are communicated electronically and hard copy records which are submitted by the student or generated by SDG College. There is also a record of the appeal maintained within the SDG College student management system. This includes the details about the appeal and a diary log which records the progress of the appeal handling and closure. This record also records identified opportunities for improvement that result from appeals handling.

All records regardless of their format will be saved in a digital format into a secure folder located on the SDG College file storage. Each file is to be clearly labelled with the document title or subject and the date of which the document was received or generated. This folder must only be accessible to persons authorised by the Chief Executive Officer. Records stored on the student management system are to be accessible only to administrators and managers.

To ensure records are maintained in a safe and suitable condition, the following is to apply:

– Records must be kept securely to prevent them being accessed by any non-authorised personnel.

–
Records must be kept confidential to safeguard information and to protect the privacy of complainants.

– Records must be kept avoiding damage by fire, flood, termites or any other pests.

– Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backedup off site.

3.11   Period of retention of Appeals Records

SDG College is to retain records relating to appeals handling for a minimum of **five (5) years**.

3.12   Destruction of Appeals Records

SDG College CEO is the only person who can authorise (in writing) the destruction of appeals handling records. Records are only to be authorised for destruction after the retention period has lapsed. Documents identified for destruction are to be shredded before being recycled.

4. Considerations

3.11   Relationship to Continuous Improvement

Frequently, the appeals handling process will expose weakness in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of appeals handling is very positive and should be actively applied by all persons involved. It is for this reason that appeals received from stakeholders should be seen in a positive light and as opportunities for improvement. Opportunities for improvement will be considered at the completion of the appeals handling procedure.

5. Procedure

Steps		Person/s responsible
	Making an Appeal	
i.	**Inform students of appeal process** Upload the Appeals Handling Policy and Procedure to SDG College Website. Provide all new students with a copy of the *Student Handbook* (Refer to: *PP2.2 - Enrolment*)	CEO
ii.	**Submission of appeal** To appeal a decision, the person is required to complete the *Request* Manager *for an Appeal of a Decision Form*. This form is available via our website. The completed Request for an Appeal form is to be submitted to the Office Manager either in hard copy or electronically via the following contact details: Insert Address Insert Email If a person seeking an appeal has any difficulty accessing the required form or submitting the appeal to SDG College, they are advised to contact SDG College immediately at the following phone number: Insert Phone Number An appeal must be received by SDG College in writing using the specified form **within 28 calendar days** of the decision or finding being informed to the person.	Student Training Trainer

SDG College Pty Ltd I RTO Code: 46394

Steps		Person/s responsible
iii.	**Written acknowledgement** SDG College will provide written acknowledgement **no later than 24 hours** from the time the appeal is received using the appeals written acknowledgment email template. The acknowledgement must inform the student that they will receive a written response **within 14 days** to explain the appeals handling process and the person's rights and obligations.	Training Manager
iv.	**Recording the appeal** The appeal must be entered into the *Complaints and Appeals Register*. The Complaints and Appeals Register identifies the student, relation with SDG College, nature of appeal, findings/outcomes, any links with the *Continuous Improvement Report* and the dates received and closed. Prior to entering the appeals form into the register, check if the person has not already submitted an appeal, if it is accurately recorded or if it has been recorded as a subsequent contact.	Training Manager

v.	**Review of the appeal** The appeal is referred to the CEO; whereby the CEO reviews the appeal and determines if the appeal requires further investigation or consultation (administrative appeal) or if the student is offered reassessment with the option of additional training (assessment appeal). The handling of an appeal is to commence within **seven (7) calendar days** of the lodgement of the appeal and all reasonable measures are taken to finalise the process as soon as practicable. SDG College shall maintain the enrolment of the student during the appeals handling process.	CEO
vi.	**Keep the appeal up to date**	Training Manager CEO

Steps	Person/s responsible
As the appeal handling is progressing, the student is to be provided regular updates not less than every two weeks advising them of the status of the appeal and how it is progressing using the template Letter - *Complaints or Appeals Update*	

vii.	**Communicate decision to student/student** The CEO examines the outcomes of the review and determines the appeal response **within 30 calendar days**. The CEO is to use the *Appeals* *Response Letter* template to advise the student of the findings and outcomes. A written response must be provided to the student within **thirty (30) calendar days** of the lodgement of the appeal, including details of the reasons for the outcome.	Training Manager CEO
viii.	**Written acknowledgement** SDG College must request written acknowledgement from the student once the appeal has been determined.	Training Manager CEO
ix.	**Implement decision** Decisions or outcomes of the appeals handling process that find in favour of the student shall be implemented immediately. If this is an assessment appeal, the student may agree to additional training whereby SDG College must provide this to the student and reassessment must be completed. If the student is deemed not competent after re-assessment, they must meet with the SDG College Chief Executive Officer to discuss the assessment process and outcome. The student is entitled to be heard with access to all relevant information and with the right of reply ensuring natural justice and procedural fairness is applied at every stage of the appeals process. If the student is dissatisfied with the appeal decision, they are to be referred to the *Complaints Handling Process*.	CEO Trainer
Steps		**Person/s responsible**

x.	**Review by an independent third party, where required** Where a student is not satisfied with the handling of the appeal by SDG College, a body or person from an independent third party can be requested to review the appeal. The third-party is required to respond to with their recommendations within **fourteen (14) calendar days** of their review being request.	CEO
xi.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Manager Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Student Support Officer Training CEO
xii.	**Document Response** The appeal record must be updated and recorded in the *Complaints and Appeals Register*. All associated documents relevant to the appeal should be retained including any records of continuous improvement.	Training Manager CEO

6. Other documents to consider with this policy
Policies

‾ PP2.9 Complaints Handling

‾ PP4.3 - Management Meeting

‾ PP4.7 - Continuous Improvement

Forms

_ _ Request for an Appeal of a Decision Form

_ _ Complaints and Appeals Register

_ Appeals Response Letter

_ Complaints or Appeals Correspondence Record

Appeals Written Acknowledgement

Complaints or Appeals Response

Complaints or Appeals Update

Continuous ImprovementReport

Handbooks, manuals or other documents

‾ Student Handbook

7. Flow chart

Administrative Appeals Handling Process

Flowchart:

Start
↓
Appeal is received. *Must be in writing and received within 28 days of the decision in dispute*
↓
Enter appear into *Appeals Register*
↓
Appeal is referred to the CEO
↓
student is offered re-assessment with the option of additional training
↓
Does student agree to additional training?
- Y → Additional training provided to student
- N → Re-assessment completed

Additional training provided to student → Re-assessment completed
↓
Re-assessment completed
↓
Is student deemed competent after re-assessment?
- Y → End
- N → CEO to meet with student and discuss assessment process and outcome
↓
CEO to meet with student and discuss assessment process and outcome
↓
Is student still dissatisfied with assessment outcome?
- Y → Refer to complaints handling process
- N → Raise opportunity for *Continuous Improvement Report* if required
↓
Raise opportunity for *Continuous Improvement Report* if required
↓
Update appeal outcome in the *Complaints and Appeals Register*
↓
End

Version2.0

SDG College Pty Ltd I RTO Code: 46394

8. Reference(s)

Outcome Standards for RTOs, Standard 2.7. Effective appeal processes are available where decisions of the RTO or a third party adversely impact a VET student.

The RTO demonstrates:

(a) VET students are informed about avenues for appeal

(b) an appeals management system that:

(i) ensures students are afforded procedural fairness

(ii) identifies reasonable timeframes for actioning appeals

(iii) provides avenues for review by an independent party, if requested by the student (at no or low cost to them)

(c) appeal outcomes are documented and communicated to the student

(d) the outcomes of appeals are used to inform continuous improvement.

Appendix 4: Plagiarism and AI

PP1.9 – Plagiarism and AI

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.4
Responsibility	Students, Trainers and Trainers, Training Manager

1.Purpose

The purpose of this policy and procedure is to uphold academic integrity and the authenticity of assessment evidence by defining what constitutes plagiarism and outlining the consequences of engaging in plagiarism.

2.Definitions

Plagiarism - Plagiarism is the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media. Plagiarism includes:

- Copying text directly from sources without quotation marks and citation.
- Paraphrasing someone else's ideas without proper acknowledgment.
- Submitting someone else's work as one's own.

Academic Misconduct - Any form of dishonest behaviour in academic work, including plagiarism, collusion, and cheating.

Artificial Intelligence (AI) - Systems or tools capable of performing tasks that typically require human intelligence, such as problem-solving, decision-making, natural language processing, or learning from data.

AI Misuse: Unethical or inappropriate use of AI tools, including cheating, plagiarism, or generating misleading information.

3. Policy statement

SDGCollege is committedto ensuring a great learning experience for our students. We aim to provide a learning environment that fosters the qualities of independent learning and academic integrity.

This policy seeks to encourage ethical conduct and to inform staff and students about our standards of academic behaviour. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in assessment and must ensure that they do not plagiarise the work of others or from AI sources.

3.1 Academic integrity requirements

One of our core functions is to develop the student's ability to apply critical reasoning to assessment activities through independent thought and to make decisions that reflect the student's considerations of the task or workplace requirement.

We acknowledge that to develop this ability, the student will study the work of others via issued textbooks, learning material or through their own research. However, it is important that students acknowledge through appropriate referencing in their assessments, earlier work from which they have drawn information.

It is compulsory for students to acknowledge and/or provide appropriate referencing when using the work of others. Failure to comply with this requirement will constitute a breach of academic integrity.

The rules of evidence of assessment also require that the work which trainers are basing their assessment decisions, is the authentic work of the student. Content drawn from AI sources presents a significant risk to the integrity of assessment as students will obtain work through using prompts in AI platforms rather that develop this work themselves. Acknowledging this, the growth in the use of AI in all aspects of society is undeniable. SDG College has needed to find the right balance between

strictly prohibiting the use of AI and allowing the student to use AI like any other tool at their disposal

(where it is appropriate to do so) to enhance the work they produce in work and study.

Where permitted in the assessment instructions, it is compulsory for students to acknowledge

and/or provide appropriate referencing for any work generated by AI including where the student is

paraphrasing, quoting, or summarising this material.

Where permitted in the assessment instructions, it is compulsory for students to acknowledge where work has been edited, rewritten, or translated by AI by providing an acknowledgement and details of this as part of their assessment submission. This acknowledgement can be included in the *Assessment Authenticity Declaration*.

Where the assessment instructions expressly <u>do not</u> allow the use of AI or where there is no clear permission to do so, students <u>are not permitted</u> to use AI to respond to assessment tasks. All assessment work will be reviewed for AI content and failure to comply with this requirement will constitute a breach of academic integrity.

3.2 Referencing

Referencing demonstrates that the student has read the issued material or has undertaken their own research using other sources. Failure to reference appropriately is considered unethical academic behaviour and will result in a student's work not being accepted.

Students should understand that assignment and project work submitted for assessment must consist of original effort. It is insufficient to simply copy work from other sources and submit it, even if those sources are appropriately acknowledged. Work submitted by a student must have an original component.

The following are examples of plagiarism where a student intentionally does not acknowledge or reference an author or source:

− Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence;

− Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text;

− Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;

− Paraphrasing, summarising or simply rearranging another person's words, ideas, etc., without reference or explanation;

− Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is;

− A 'cut and paste' of statements from multiple sources;
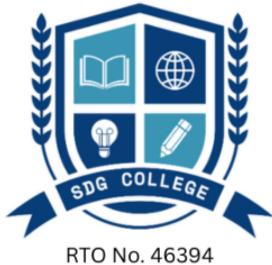
—   Presenting as independent, work done in collaboration with others;
–   Copying or adapting another student's original work into a submitted assessment item; –

    Copying or adapting a student's own work submitted in a previous essay or assessment;

or –   Unintentionally failing to cite sources or to do so adequately.

Careless or inadequate referencing or failure to reference will be considered poor practice. Where careless referencing is identified, the student will be required to correct the error and resubmit an assessment.

3.3 How to reference

Students are encouraged to apply the Harvard Referencing System in-text citation. This approach requires three pieces of information about a source within the text of the students work. This information is:

– the name of the author or authors – the year of publication – the page number

Examples

Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets, e.g.:
– To succeed, the team will rely on both task process and group process (Dwyer, Hopwood 2010, p.

    239)

A reference may also be placed in the text to integrate the author's surname into the sentence, followed by the year of publication and page number, in brackets, e.g.:
– Dwyer and Hopwood (2010, p. 239) identify that to succeed, the team will rely on both task

    process and group process.

3.4 Reference List

At the end of the students' work, a List of References must be included. This should include all the books, journal articles and other sources of information you have used to research your assignment.

The reference list should be laid out alphabetically and the title of the source should be italicised. Each reference must include:

– the name of the author or authors

– the year of publication

– the title of the publication

– the edition of publication

– the publisher

– place of publication
Example
– Dwyer, J and Hopwood, N, 2010, *Management Strategies and Skills*, Sydney, McGraw Hill Australia

3.5 Common Knowledge

In every field, there is a body of knowledge and material that has become part of the public domain, and which can be drawn on without specific acknowledgment. Common knowledge includes facts that are generally known, such as common facts of history, common sense information, accepted folklore and aphorisms that have been adopted as part of common English language.

As examples, it would not be necessary to reference the following:

– That Julia Gillard was the Prime Minister of Australia (common fact of history)

– That humans need food and water for survival (common sense observation)

– That the "Bunyip" is a man-eating Australian animals that live in water-holes, swamps and creeks (accepted folklore)

3.6 Cheating

Cheating is defined as "a form of deceit with a view to gaining an advantage for the cheat." Cheating is usually related to taking unauthorised material into assessments. Trainers have a responsibility to

explain clearly the expectations related to any assessment, what constitutes cheating, and to promote a climate of honesty in students.

3.7 AI-Generated Content in Student Submissions

AI-based platforms, such as ChatGPT, are capable of producing detailed and coherent content on a wide array of topics. They pose challenges in ensuring academic integrity. Students might be tempted to use AI-generated content for assessments, mistakenly believing this is a shortcut to achieving their academic goals. In some assessments, student may be permitted to use AI generated content and this will be expressly notified to the student in the assessment instructions. In these circumstances, students will be required to acknowledge and reference this work like any other information source. Where this permission has not been expressly provided, the use of AI sources and tools to prepare assessment submissions is prohibited.

Trainers must remain alert to the distinctive nuances of AI-produced responses, which often lack the personal touch, individual perspective, and unique voice of a student. The uncritical use or heavy reliance on such AI-generated material without proper attribution in assignments is considered a constitute a breach of academic integrity.

Acceptable uses

Acceptable uses of AI software where no permission is required: – **Assisting students to understand**

complex concepts by explaining them in simpler terms: AI can
serve as a supplementary learning tool by breaking down difficult concepts into more digestible explanations. For example, a student struggling with metallurgy could ask an AI to explain the process using simpler language. The AI's explanation would complement, not replace, course materials and lectures, helping students grasp foundational concepts before engaging with more technical sources. Boundaries and limitations for this use case include the following: Boundaries:

  o AI should be used to clarify understanding, not to replace learning o

  Students must still engage directly with course materials and lectures o

  AI explanations should be verified against course content o Students

  should not use AI during exams or assessments

  Limitations:

o

> AI may provide oversimplified explanations that miss important nuances o Subject-specific terminology and concepts should still be learned properly o AI should not be the sole source of understanding

− **Researching a subject to understand better**: AI can be used as an initial research assistant to provide background information and context on unfamiliar topics. Students might use AI to generate explanations of basic concepts, identify key themes, or understand the historical context of their subject matter. This preliminary research provides a foundation for deeper engagement with course materials. The AI's input should serve as a starting point for further investigation, not as a primary source. Boundaries and limitations for this use case include the following: Boundaries: o AI should only be used for initial exploration and background understanding o All facts and information must be verified through reliable sources o AI cannot be cited as a reference in assessment work unless permitted

> Limitations:

> o AI knowledge may be outdated or incomplete o Sources suggested by AI must be independently verified o Primary research and issued learning material should be the main research tools

− **Assisting with creative thinking and brainstorming ideas**: AI can function as a brainstorming partner to help generate initial ideas and explore different perspectives on a topic. Students might use AI to suggest potential assignment ideas, research questions, or project approaches. For instance, when developing a research topic, students could engage with AI to explore various aspects of their subject and identify interesting concepts to investigate. The final selection and development of ideas should reflect the student's own critical thinking and judgment.
  Boundaries and limitations for this use case include the following: Boundaries:
  > o AI suggestions should be starting points, not final solutions

o

Students must develop and refine ideas independently o Final work must

reflect original thinking o Attribution needed if using specific AI-generated

suggestions, where permitted

Limitations: o AI suggestions might be generic or lack depth o Ideas

need to be developed through critical thinking o AI is not suitable for

generating complete project plans or solutions o AI does not know the

context of the assessment

- **Explaining phrases or figures of speech that students are unfamiliar with**: AI can help clarify unfamiliar language that students encounter in their course work. This is particularly valuable for students from a non-English speaking background or when working with older texts. For example, a construction student might use AI to understand phrases like 'toolbox talk' or 'fit for purpose,' while a hospitality student might seek clarification on terms like 'mise en place' or 'front of house.' The AI serves as a quick reference tool, similar to a dictionary or industry guide, helping students better comprehend both their learning materials and workplace communications. This support is especially useful when reading standard operating procedures, workplace health and safety documents, or technical manuals where understanding specific terminology is crucial for both learning and workplace safety. Boundaries and limitations for this use case include the following:

Boundaries: o AI should supplement, not replace, learning material

and resources o Contextual understanding should still be developed o

Explanations should be verified against reliable sources

Limitations:

o   AI may miss specific assessment contexts o Should not be

used as the sole reference for technical terminology May

oversimplify complex or technical concepts

o
- **Analysing information to identify trends and patterns**: AI can assist in processing and analysing large amounts of data or text to identify underlying patterns, trends, or themes. Students might use AI to help analyse survey responses, identify recurring themes in literature, or spot patterns in research information. However, the interpretation and significance of these patterns should be determined through the student's own critical analysis and understanding. AI serves as an analytical tool, while the intellectual work of drawing meaningful conclusions remains with the student. Boundaries and limitations for this use case include the following: Boundaries: o Raw data analysis only; interpretation must be student's own work o Statistical methods must follow the assessment requirements o Results must be overly critically evaluated

    Limitations: o AI may miss contextual factors in the

    assessment
    o Cannot human reasoning and understanding o
    Should not be sole basis for research conclusions

- **Improving written communication**: AI can be used as a writing assistant to help students enhance their communication skills. This might include suggesting ways to clarify arguments, improve sentence structure, or ensure consistency in the assessment response. For example, students might use AI to receive feedback on the clarity of their explanations or the logical flow of their arguments. However, the content, ideas, and final expression must be the student's own work. AI should be used to refine and improve communication of the student's original thoughts, not to generate written content. Boundaries and limitations for this use case include the following: Boundaries: o AI should only suggest improvements, not rewrite content o Original ideas and arguments must be student's own

    Final writing must maintain student's authentic voice o

    No AI-generated content in final submissions

o

    Limitations:

        o   Should not be used for wholesale editing or rewriting o

        Grammar and style suggestions need human review o Cannot

        replace the development of writing skills

Unacceptable uses

If a student uses AI sources to generate material for assessment that they represent as their own ideas, research and/or analysis, they are NOT submitting their own work. The following examples are scenarios which are considered unacceptable use of AI:

- **Direct Generation of Assessment Responses**. Using AI to generate complete or partial answers for assessments, such as:
  o Having AI write workplace documentation like risk assessments or incident reports

  o Using AI to complete practical task descriptions or work procedures o Submitting

  AI-generated responses for knowledge questions o Using AI to create workplace

      portfolios or evidence collections

- **Bypassing Skill Development**. Using AI in ways that prevent learning essential vocational skills such as:
  o Having AI solve workplace calculations instead of developing mathematical

  competency o Using AI to create technical drawings or designs without learning the

  underlying principles o Relying on AI for measurements or specifications instead of

      developing measurement skills

  o Having AI interpret technical manuals or workplace documents without developing
  comprehension skills

Version2.0

- **Professional Communication Tasks**. Using AI to complete communication tasks that demonstrate professional competency, such as:
  o Having AI write client communications or workplace emails o Using AI to generate workplace reports o Submitting AI-generated meeting minutes or briefing notes o Using AI to create workplace presentations or training materials

- **Evidence Collection**. Using AI to fabricate or manipulate evidence of competency, such as: o Creating artificial workplace scenarios or examples o Generating fictional workplace experiences or observations o Producing simulated workplace documentation o Creating artificial supervisor feedback or third-party reports

- **Practical Skills Documentation**. Using AI to document practical skills without actually performing them, such as:
  o Writing up practical task procedures without completing them o Generating safety check documentation without performing checks o Creating maintenance logs without conducting maintenance o Documenting customer service

  interactions that didn't occur

- **Group Work and Collaboration**. Using AI to bypass genuine workplace collaboration: o Having AI generate team contributions o Using AI to complete assigned portions of group tasks o Creating artificial peer feedback or evaluations o Generating team meeting

outcomes without participation

Detection of AI use
Signs to look out for

When marking assessments, trainers are responsible for detecting suspected use of generative AI. Signs to look out for include:

– Sophisticated language that does not match the students' previous writing or verbal

language skills (i.e. compare and contrast)

- – Lengthy responses that do not reflect the learning material

- – Responses that have abrupt topic shifts or irrelevant inclusions

- – Unusual patterns of language use, i.e. a more mechanical sentence structure and more frequent use of some words than is normal

- – Lack of critical thinking, personal perspective or original ideas

- – Inconsistent writing style

– Responses that do not consider the context of the assessment

– Generalist tone and content that lacks personal experiences, opinions, or biases

– Perfect grammar with odd phrasings that sound slightly off or overly formal

– Miss-spelling of words consistent with the English language such as "Analyze"

Trainers may also use AI detection software to help determine inappropriate AI use. The following are some tools that are freely available:

– https://decopy.ai/

– https://www.scribbr.com/ai-detector/

– https://gptzero.me/

The trainer must review the work submitted to identify the unacceptable use of AI sourced content to ensure the assessment evidence is authentic and the student has not breach academic integrity (*ref to PP1.8-Assessment Quality Control*).

Student responsibilities

Students are responsible for:

– Submitting only work that is their own or that properly acknowledges the ideas, interpretations, words or creative works of others;

– Avoiding lending original work to others for any reason;

- Being clear about assessment conditions and seeking clarification if in doubt;
- Being clear about what is appropriate referencing and the consequences of inappropriate referencing;
- Only use AI tool according to the acceptable use guidelines.
- Discouraging othersfrom plagiarising by observing the practices above.

4. Considerations

None.

5. Procedure

Steps	Person/s responsible
Plagiarism	

i.	**Educate students about plagiarism.** Students are informed about our Trainers and policies and procedures in relation to plagiarism in the following ways: Trainers
	
	• Our policy and procedure on plagiarism is provided to students in the Student Handbook.
	
	• Information on plagiarism is provided at the front of each assessment book.
	
	• Trainers and Trainers are responsible for:
	  – Informing all students of expectations related to assessment;
	  – Informing all students of referencing techniques and	

	providing clear examples of what is acceptable; – Explaining to students what constitutes plagiarism; – Setting realistic assessment activities and varying assignments and questions; – Assisting students to understand and apply correct referencing techniques; – Setting appropriate conditions for group activities and make clear the distinction between group work and individual work; and – Cultivating a climate of mutual respect for original work.	
ii.	**Identify suspected plagiarism.** Trainers should review assessments for signs of inconsistent writing styles or other indications of plagiarism including the unacceptable use of AI (ref to PP1.8-Assessment Quality Control).	Trainers
iii.	**Report suspected plagiarism.** If plagiarism is suspected, the trainer should document the evidence and discuss the issue with the student. If plagiarism is confirmed, the trainer should submit a formal report to the Training Manager.	Trainer, Training Manager

iv.	**Undertake investigation.** The Training Manager in consultation with the trainer will review the evidence and consider any explanations provided by the student. This preliminary step may involve an informal interview with the student. The Training Manager or Chief Executive Officer and trainer will: – consider the extent of the plagiarism (noting that the more extensive the plagiarism, the more likely it was intentional); – review the course information and other information provided to students by the Trainer to determine if adequate information had been given; – identify if the student has been previously warned of plagiarism;	Training Manager, Trainer

	determine whether the student is new to adult vocational education and training (it would be expected that continuing students would be more likely to understand plagiarism and its consequences); determine whether plagiarism has occurred and whether it is the – result of poor academic practice or was intentional.	

v.	**Notify student of the result of the investigation.** The student will be notified in writing of the result of the investigation and the remedial action required, if any. The following remedial action will be taken in the following circumstances: *Plagiarism resulting from poor academic practice* - If it has been determined that the plagiarism has arisen from poor academic practice, the student is to be requested to revise the work and submit it for reassessment. • *Intentional plagiarism* – If it is determined that the plagiarism was intentional, the student's work is not to be accepted, and the student is to be issued with an alternative assessment to complete. The student is to be given a formal warning in writing (Warning Letter for Academic Misconduct) by the Chief Executive Officer explaining the seriousness of the incident and the consequences if the student is found to plagiarise again (i.e. withdrawal from the course). Students who are found to continue to plagiarise work in support of their assessment will have their enrolment closed. Where a student has been found plagiarising to a level which is considered to be deliberate and egregious, the student's enrolment will be closed following being notified of the decision. The student will have the right to appeal any decision that they are notified of in accordance with the appeals policy.	Training Manager

	vi.	**Appeal.** Students have the right to appeal decisions related to plagiarism. Appeals should be submitted in writing to the Chief	
		Executive Officer, who will review the case and make a final decision (*Ref PP2.10 – Appeals Handling*).	CEO
	vii.	**Record evidence and results of investigation.** Records of the initial assessment responses, any interviews held with the student and the results of the investigation are to be saved in the students file and recorded in the student management system (Ref PP2.10 – Appeals Handling).	Training Manager
	viii.	**Students who re-offend.** Students who commit plagiarism after being formally warned are to be withdrawn from the training program and issued with a refund of their fees less all expenses incurred by the RTO up to the point of their withdrawal. Refer to: *PP1.13 - Student Completion and Issuing Certificates*.	Trainer, Training Manager
	ix.	**Consider Opportunities for Improvement.** At the conclusion of responding to an incident of plagiarism, the Training Manager together with the CEO is to consider any opportunities for improvement for how the instance of plagiarism could be prevented from further occurrence. Identified opportunities for improvement should be recorded onto a continuous improvement report to be considered at the next management meeting.	Training Manager and CEO

6. Otherdocuments to consider with this policy

Policies

- PP1.8 – Assessment Quality Control

- PP1.13 - Student Completion and Issuing Certificates

- PP2.10 – Appeals Handling

- PP4.7-Continuous Improvement

Forms

- Warning Letter for Academic Misconduct

- Continuous Improvement Report

- Request for an Appeal of a Decision Form

  Complaints and Appeals Register

  Appeals Response Letter

Handbooks, manuals or other documents

– Student Handbook

7. Flow chart

Plagiarism

8. Reference(s)

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency. (b) assessors make individual assessment judgements that are justified based on the following rules of evidence: (iii) authenticity – the assessment evidence presented is the VET student's own work.

Appendix 5: Student Support and Wellbeing

PP2.4 –StudentSupportandWellbeing

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.3 and 2.6.
Responsibility	CEO, Student Support Officer, Trainers

1. Purpose

Thepurposeof this policy and procedure is to:

- ensure we understand each students' individual needs and how we can best provide services to enable students to successfully participate in the selected course.
- provide students with reasonable access to identified training support services, including trainers, assessors and other staff.
- create a positive and inclusive learning environment that promotes mental and physical health and emotional wellbeing, fosters respectful relationships, and ensures that all individuals have access to support services and resources for students facing challenges, regardless of background, culture, or health conditions.
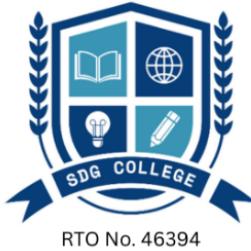
2. Definitions

Assistive Technology (AT) means any hardware, software or system of technical components and processes that enhances the capacity for all students to engage more effectively with the curriculum and their learning environment. This can range from "high tech" technology, such as electronic devices or power wheelchairs, to "low tech" devices such as a pencil grip, supportive seat or a simple switch.1 Assistive Technology can help students perform tasks that might otherwise be difficult or impossible.

Student Wellbeing means the holistic state of a student's mental, physical, emotional, and social health. They can range from acute mental or physical health concerns to stress and anxiety.

3. Policy statement

3.1 Designated student support staff

A designated Student Support Officer is to be the official point of contact for our students. The Student Support Officer must have access to up-to-date details of SDG College's support services. The Student Support Officer may be a secondary appointment where the capacity of that position allows for support services to be provided when required. The Student Support Officer will play an important role in overseeing the assessment of student language, literacy, numeracy and digital proficiency and establishing student support plans (ref to *PP2.3 – language, literacy, numeracy and digital proficiency assessment*). The Student Support Officer is recommended to hold the competency TAELLN421 Integrate core skills support into training and assessment, or a unit that is directly related to this unit and may be superseded. The duties of the Student Support

---

1 ~~QLDGovernment, Department of~~ Education Assistive technology

Officer are specified within the Student Support Officer duty statement (ref to *PP3.1- Workforce Planning, Recruitment and Induction*).

Additional Student Support Officer positions can be appointed as demand for support service coordination grows. The capacity of current arrangements and the need for additional capacity will be monitored through the regular management meeting.

Students are informed in the Student Handbook that they may only contact the Student Support Officer Mon – Fri during normal working hours.

3.2 Professional Development for Student Support Officers

Effective student support requires ongoing professional development and collaboration among those involved in student support. Staying current with educational research, learning technologies, and support strategies ensures the Student Support Officer can provide the best possible assistance to students.

Student Support Officer is to proactively plan and engage in regular professional development opportunities to enhance their skills. This professional development should focus on practical applications of support strategies. The Student Support Officer is also to maintain professional networks with others working in the student support field. These connections provide opportunities to share experiences, discuss challenging cases, and learn about new support techniques.

The Student Support Officer is also encouraged to share successful interventions and challenges they are dealing with at the regular management meeting to ensure that the management team have a shared understanding and can offer support and collaborate on continually improving

student support. These team meetings allow for case reviews and strategy discussions, helping ensure consistent support across SDG College.

3.3 Types of support

It is important to acknowledge that the support that students will seek from SDG College will be varied according to their individual circumstances. A common misconception is that student support centres around the student's language literacy and numeracy or learning support needs. Whilst these support requirements are important, student support needs can often present from many other aspects of the student circumstances that are much more varied including circumstances relating to administrative, personal, cultural, economic, etc.

In recognition of this diverse requirement, the following support service guide has been developed to assist the Student Support Officer or those responding to student support requirements to provide a response that is informed by our lessons learned and our established knowledge of support service approaches which will best enable students to progress with their training and assessment in a supported and culturally safe environment.

Individual need	Support Service

a. Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided	Students requiring additional support to understand the pre-enrolment information requirements are to be engaged on additional one-on-one sessions to talk the student through the information contained within the student handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face. The Student Enrollment Interview form is to be used to record this support and filed on the student record (ref to *PP2.2-Enrolment*).
b. Requires assistance with understanding their employment rights and conditions, and how to resolve workplace issues	The Student Support Officer is to meet with the student to understand the particular issue the student is concerned about in their workplace. The meeting is to be recorded using the *Student Support Meeting Record* and saved to the student record on the student management system. The Student Support Officer is recommended to utilise the resource is available from the Fair Work Ombudsman website which provides a range of resources. The following resources will help a student to answer question they may have, prevent and resolve issues about workplace entitlements

Individual need	Support Service

and avoid disputes and penalties. These resources focus on helping the student to understand their rights and obligations.

- [Employers](#)
- [Employees](#)
- [Minimum entitlements](#)
- [Award coverage](#)
- [Not covered by an award](#)
- [Minimum pay rates](#)
- [Job ads](#)
- [Pay slips and record-keeping](#)
- [Leave](#)
- [Other entitlements](#)
- [Stay up to date with workplace law changes](#)
- [Contact us](#)

[Tools and resources](#)

[Related information](#)

The Student Support Office should also be familiar with and refer the student to the Fair Work employee's guide to resolving workplace issues:

	https://www.fairwork.gov.au/sites/default/files/migration/712/anemployees-guide-to-resolving-workplace-issues.pdf
	The student should be guided to the websites of the: – Fair Work Commission https://www.fwc.gov.au/ – Fair Work Ombudsman https://www.fairwork.gov.au/ The student should be supported in finding the information from these agencies relevant to their employment issue. The Student Support Officer should keep in mind that they are not qualified to provide legal advice with regard to workplace matters and should focus their support

	Support Service
Individual need	on providing the student access to relevant information and assisting them to understand this information.

c. Responding to a student with minor LLND support requirements	Where it is determined that a student does have identified LLND support requirements, the Student Support Officer is to develop a support plan using the strategies outlined in *PP2.3 – language, literacy, numeracy and digital proficiency, Section 4 Considerations*. Prior to developing a support plan, the Student Support Officer should review the LLND assessment results and sit down with the student for interview to gather more information about the student's background and possible support requirements. This interview is to be conducted using the form - LLND Interview Guide. Once the student support officer has all of the information they need, they are to develop and record a LLND support plan using the form - *LLND Support Plan*. This support plan is to identify the strategies that are to be implemented to support the student during their training. The plan is to be shared with the student and a copy is to be provided to the relevant trainer. Follow up progress meetings are to be scheduled with the student to monitor their progress. The student support plan should be securely saved on the student's record within the Student Management System. The implementation of LLND support should be in accordance with *PP2.3 – language, literacy, numeracy and digital proficiency assessment*.

d. Responding to a student with significant LLND support requirements	Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage, a support plan should not be considered. An important component of the LLND assessment process is to proactively identify students that do not hold sufficient LLND skills to undertake the planned training. It is the obligation of SDG College minimise the risk of students unknowingly participating in training that is unsuitable for them. To do so could potentially put at risk the student's wellbeing. Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage a support plan should not be considered.

Individual need	Support Service

	When determining "significant" as a general guide, if the student success level is more than two levels below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, SDG College should provide the student information and refer the student to relevant external support services where the student may be able to undertake a professional program to improve their overall core skills prior to considering further training and assessment.
	The Student Support Officer is to meet with the student to advise them of the outcomes of LLND assessment and the recommended pathway they take in order to improve their core skills to better enable them to engage in ongoing education and training. The details and outcomes of this meeting are to be recorded within a *Student Support Meeting Record* and saved to the student's profile within the student management system.
	The following external support services should be considered:
	Dyslexia SPELD Foundation Literacy and Clinical Services
	DSF Literacy and Clinical Services provides family support and a range of services throughout Australia to enable children and adults with specific learning disabilities and difficulties to realise their greatest potential.
	Further information is available at the https://dsf.net.au/

	Reading Writing Hotline The Reading Writing Hotline provides a national phone service for adults seeking English language, literacy and numeracy referral information, advice and support. The hotline provides information on: • adult reading, writing and numeracy classes held locally across Australia or via correspondence • Commonwealth-funded programs for Centrelink clients • Commonwealth-funded English as a second language programs for migrants

	• literacy and numeracy in the workplace for employers. Further information is available at the Reading Writing Hotline website or phone 1300 655 506 or visit the DEWR website at: https://www.dewr.gov.au/skills-support-individuals/reading-writinghotline

Skills for Education and Employment (SEE) program

For those students who are Job Seekers: The SEE program is delivered across Australia by 20 Registered Training Organisations. Providers are located across Australia in all capital cities and many regional centres and remote communities. Providers deliver accredited training to help job seekers get a job or go on to further study. SEE caters to various groups including Aboriginal and Torres Strait Islanders, youth, people with disabilities, mature aged people, and job seekers from culturally and linguistically diverse backgrounds. To be eligible the person must be a registered job seeker, over the age of 15 and assessed as suitable for participation by the SEE provider. The SEE program can help participants improve their English speaking, reading, writing, maths and basic computer skills. These skills will help to them to:

- improve their language, literacy, numeracy and digital skills

- improve their confidence and ability to engage in the community

- increase their confidence to undertake further study
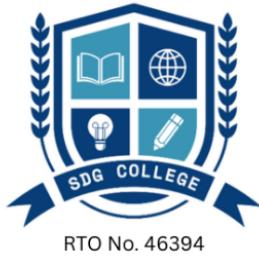
	learn new or improve their vocational skills for further study or employment.
	You can call the National Customer Service Line on 1800 805 260 or access further information including locating a local SEE provider at the
	DEWR website at: https://www.dewr.gov.au/skills-education-andemployment
	Accredited Foundation Skills Training
	Refer the student to TAFE to complete Course in Language, Literacy and Numeracy. Courses are usually Part Time Day: 10 hours per week x 18 Weeks. This course is delivered part-time 2 days a week 9.00am -

	Support Service
Individual need	1.00pm. Eligibility criteria may apply, and subsidised training may be available.

e. Training and learning support	Students who have been identified as not achieving the course outcomes or not progressing in line with the course program are to be identified by Trainers and referred to the Student Support Office for support planning. The Student Support Office is to meet with the student to identify the areas where support can assist them to improve their engagement and progress in training. The details and outcomes of this meeting are to be recorded within a *Student Support Meeting Record* and saved to the student's profile within the student management system. The student support officer is to identify the support strategies which have been agreed with the student and establish arrangements for future support meetings and progress monitoring.
	Training support services we can offer include:
	Time management and organisation
	The Student Support Officer is to assess each student's current time management practices during the initial meeting. After identifying these, the Student Support Officer shall introduce appropriate organisational strategies tailored to individual student needs. When addressing time management, the Student Support Officer is required to:
	• Conduct an initial assessment of the student's current scheduling practices

	• Introduce appropriate planning tools based on the student's technological comfort level • Monitor the student's implementation of suggested strategies through regular check-ins The Student Support Officer may introduce students to digital planning tools, including Google Calendar and Microsoft To-Do. Where students express preference for physical planning methods, the Student Support

	Officer may recommend appropriate paper-based systems while explaining the benefits of digital alternatives.
	In implementing the Pomodoro Technique, the Student Support Officer is to:
	1. Explain the methodology clearly to students
	2. Demonstrate the technique during the consultation
	3. Assist students in downloading appropriate timer applications
	4. Schedule a follow-up to assess the technique's effectiveness
	For assignment management, the Student Support Officer must help students create structured schedules and break down large assignments into manageable components and establish appropriate checkpoints for monitoring progress.
	Focus and Concentration Strategies
	The Student Support Officer is responsible for helping students identify and address concentration challenges where this is preventing the student from progressing in their course. Upon receiving reports of focus-related difficulties, the Student Support Officer will meet with the student to identify their study environment and habits.
	When addressing study environment concerns, the Student Support Officer should:
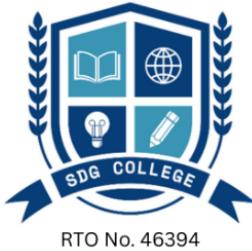
	• Guide students through an evaluation of their current study space
	Provide
	• specific recommendations for environmental improvements
	Assist in identifying alternative study locations when necessary
	Follow up to assess the effectiveness of environmental changes
	The Student Support Officer shall introduce focus-enhancement technologies where appropriate. This includes demonstrating the use of:
	• Website blocking applications

- Focus timing tools

- Background noise applications

- Digital organisation platforms

Alternative Learning Methods Students who are identified as or report

having learning difficulties off
to be referred to the Student Support Officer. The Student Support
Officer will meet with the student to discuss the student's learning

observation.

Following this initial meeting, the Student Support Officer may
preferences through structured conversation and
recommend appropriate study strategies aligned with the identified

learning style. For visual students, the Student Support Officer may:

- Demonstrate mind mapping techniques

- Recommend appropriate visualisation tools

- Guide students in creating effective visual study materials

- Encourage students to utilise video learning content

When supporting auditory students, the Student Support Officer may:

- Provide instruction on effective lecture recording methods

- Recommend suitable text-to-speech applications

- Facilitate the formation of study discussion groups

	Guide students in creating verbal summary techniques
	For tactile (kinaesthetic) students, the Student Support Officer may:
	Meet with the student's trainer to encourage more hands-on learning activities
	Demonstrate movement-based memory techniques
	Source interactive study materials
	Technology and Assistive Tools
	The Student Support Officer is responsible for maintaining current knowledge of educational technology tools. The Student Support

	Officer shall assess each student's technological proficiency before recommending specific tools or applications. When introducing new technology, the Student Support Officer must: Provide clear, step-by-step instruction on tool usage Demonstrate practical applications of each tool Ensure students can access and operate recommended applications Schedule follow-up sessions to address any technical difficulties The Student Support Officer shall maintain a database of recommended applications, including: • Voice to text applications • Text to voice applications • Language interpretation applications • Project management tools . Note-taking applications • Mnemonic generator applications Focus enhancement software **Study and Memory Techniques**

	The Student Support Officer is required to assess and enhance students' study techniques. This process must begin with an evaluation of current study habits and identification of areas for improvement.
	In developing memory techniques, the Student Support Officer may:
	• Teach effective information chunking methods
	• Demonstrate mnemonic creation
	• Guide students in implementing spaced repetition
	• Monitor the effectiveness of memory strategies
	The Student Support Officer must document student progress and adjust strategies as needed. Regular assessment of study skill
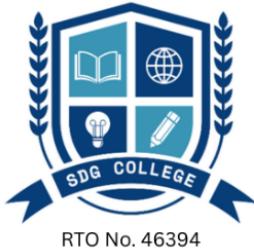
development is mandatory, with modifications made based on student feedback and observed results.

Emotional and Motivational Support

The Student Support Officer is to maintain appropriate professional boundaries while providing emotional support to students. The Student Support Officer must:

- Recognise signs of emotional distress
- Implement appropriate support strategies
- Make timely referrals to counseling services when necessary
- Document all emotional support interactions

When building student confidence, the Student Support Officer shall:

- Acknowledge student achievements
- Provide constructive feedback
- Guide goal-setting processes
- Monitor progress toward established objectives

Peer and Mentor Support

The Student Support Officer is responsible for facilitating peer support programs where this is appropriate for the course. This includes:

- Establishing study group guidelines
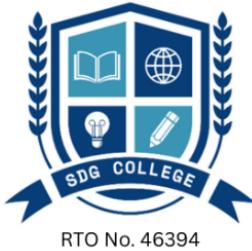
	- Training peer mentors - Monitoring group dynamics - Evaluating program effectiveness The Student Support Officer must maintain appropriate records of all peer support activities and regularly assess their effectiveness through structured feedback processes.

f. Work hours are restrictive which would prevent the student attending training	Where students schedule or work commitments change after the course has commenced and this is preventing the student from engaging properly in course activities, the Student Support Officer can meet with the student to identify the particular constraints and identify

Individual need	Support Service
during Monday to Friday.	some alternative engagement options that will work with the student's availability. This option is not likely to be feasible in a short course but may be an option in a long course where there are options for the student to engage in the learning content in different ways and schedule one on one meetings with trainers were available. The Student Support Officer should consider the following alternatives to engage in learning content. Options that the Student Support Officer may investigate include: − Watching recorded training or instructional videos at convenient times − Complete self-paced online modules through the learning management system − Participate in discussion forums to engage with peers and content asynchronously

	Access digital course readings and materials through online libraries
	Submit assignments and assessments within extended timeframes
	Use mobile learning apps to study during available moments
	Join virtual study groups that meet at flexible times
	Follow guided worksheets and practice exercises available online
	Schedule one on one support meetings with the trainer
g. English as second language support	Some students may commence the course with English language skills that are preventing their full participation in the training. Supporting students who are facing challenges with English language skills is crucial for their academic success and full participation in courses. Here are some ways that we can assist these students: – English Language Courses: Offer specialised English language courses focusing on both academic and conversational English. These courses are tailored to different proficiency levels so students can join the appropriate class based on their skills. The

Individual need	Support Service

	following site is a good source of information on courses available in Australia: English courses | Study Australia Peer Mentorship: Pairing students with proficient English-speaking peers who can help them practice the language in a more informal and comfortable setting. Cultural Integration Activities: Organise activities and events that encourage students to engage and communicate in the community, helping them to practice English in real-life situations.

– Academic Support: Provide additional academic support for coursework and assessments, including clear guidelines and examples, to help students understand expectations and improve their academic language skills.

There are also a range of resources that a student can be referred to that will assist them develop their English language skills. The following are some examples:

https://www.abc.net.au/education/learn-english

https://www.sbs.com.au/language/english/en/learn-english

https://immi.homeaffairs.gov.au/settling-in-australia/amep/aboutthe-program

https://www.ames.net.au/courses/english-for-living-workingaustralia

h. Financial difficulties that prevent the full payment of fees in advance.	Where a student may be not meeting their payment obligations or falling behind on payments that are due, these students should be referred to the Student Support Officer who can determine why the student is not making payments and establish a plan for the student to meet their payment obligations.
	Payment Plan: Suggest the student explore the possibility of setting up a payment plan with the SDG College administration. This would allow them to pay their fees in instalments over the course of the semester or academic year, rather than having to pay the full amount upfront.

Individual need	Support Service
	Budgeting Assistance: Offer to help the student create a budget and identify areas where they can cut expenses or adjust their spending habits. Provide resources on financial literacy and money management, as well as referrals to counselling services if needed.

<table>
<tr>
<td></td>
<td>

i. Student requiring welfare Addressing the welfare needs of Students is crucial to ensure their support

overall well-being and academic success. When a student presents with a need for welfare support, we recommend the following strategies:

Conduct a Needs Assessment: Schedule a one-on-one meeting with the student to understand their specific welfare needs. This could include issues related to housing, food insecurity, mental health, or any other personal or financial challenges they may be facing.

Consider Local Resources: Based on the Student's needs, provide them with information and referrals to relevant local resources, such as:

- Counselling and Psychological Services for mental health support

- Student Health Centre for medical care and assistance

- Food Pantry or Meal Assistance Programs

- Emergency Housing or Temporary Accommodation Options

- Financial Aid Office for assistance with tuition, fees, or living expenses

Connect with Community Organisations: Establish partnerships or maintain a directory of local community or family support organisations that offer welfare services, such as food banks, homelessness support, legal aid clinics, or social service agencies. These resources can provide additional support to students in need.

Develop a Support Plan: Work with the student to create a personalised support plan that addresses their specific needs. This plan may include

</td>
</tr>
</table>

	regular check-ins, referrals to campus or community resources, and strategies to help them manage their situation while focusing on their academic goals. The support plan should be recorded using the Student Support Plan template.

Individual need	Support Service
	Promote wellness and life skills programs: Identify programs or workshops focused on mental health, financial literacy, stress management, and other life skills to equip students with the tools they need to navigate challenges and maintain their overall well-being.
	By implementing a comprehensive approach that includes identifying student needs, providing referrals to campus and community resources, offering academic accommodations, and leveraging institutional support services, we can create a supportive environment that promotes student welfare and success.

j.Student suffers from a nervous/anxiety disorder.	Where is student is suffering from nervous or anxiety disorder and this is preventing them from fully engaging in training, these students are to be referred to the student support officer, who will schedule a meeting with the student to sit down and discuss their needs and support strategies.

Supporting students with anxiety disorders is crucial to ensure they have a positive learning experience. Here are some ways we can assist these students:

– **Counselling and Mental Health Services**: Recommend access to counselling and mental health services where students can seek professional help. Ensure that these services are easily accessible, and that confidentiality is maintained.

− **Flexible Learning Options**: Offer flexible learning options such as online classes, extended deadlines, or alternative assessment methods to accommodate students who might struggle with anxiety in traditional classroom settings or under time pressure.

− **Safe and Inclusive Environment**: Foster a safe and inclusive learning environment where all students feel valued and supported. This can be achieved through promoting a safe environment, practicing diversity and inclusion, and giving clear communication that mental health and safety is a priority. |

	– **Peer Support Groups**: Establish peer support groups where students with anxiety can connect with other students share their

Individual need	Support Service
	experiences and offer mutual support. Where the establishment of a group is not possible, consider a buddy arrangement.
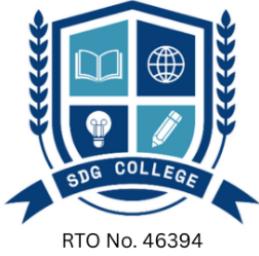
─ **Use teaching strategies**: Use teaching strategies to recognise signs of anxiety and how to respond appropriately. This can help in early identification of students who might be struggling and ensure they receive the necessary support. Responding appropriately may include:

o Show empathy and understanding by acknowledge the student's feelings without judgment. Be patient and provide reassurance that you are there to support them.

o Maintain a calm and supportive demeanour by staying calm and composed, as your demeanour can influence the student's emotional state. You can also use a gentle tone of voice and positive body language.

o Encourage open communication by creating a safe space for the student to express their feelings and concerns.
Encourage them to talk about their anxiety, but do not force them if they are not ready.
Provide clear and consistent Instructions by ensuring that instructions for assignments and tasks are clear and concise.
Break the tasks into smaller, manageable parts and provide guidance on how to approach them.

o Offer flexibility by being flexible with deadlines and provide additional time for assignments if needed. Consider
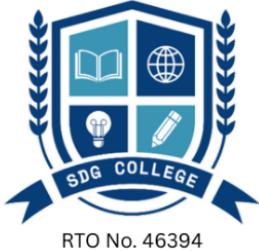
alternative assessment methods if traditional exams exacerbate anxiety.

o Regularly check in with the student to monitor their progress and well-being. Provide positive feedback and recognition of their efforts and achievements.

Maintain confidentiality and ensure that any discussions about the student's anxiety are kept confidential. Share information only with

Individual need	Support Service
	relevant staff members who are directly involved in supporting the student, and only with the student's consent. The Student Support Officer is to develop and implement a student support plan. The support plan should be recorded using the Student Support Plan template.
k. Inadequate clothing to participate in training	Students who are attending training in inadequate clothing, particularly where students require certain type of clothing for safety or are suffering from the effects of winter, are to be referred to a local clothing or footwear supplier where these items may be able to be obtained at a lower cost.
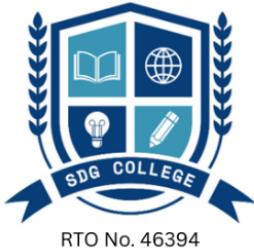
l. Student required counselling support and advice about their personal situation	Students identified as needing specialised counselling support that is beyond the capability of SDG College, are to be referred to the Student Support Officer who can meet with the student and identify the
	student's needs and refer the student to a service that is closely aligned with the support they require. The Student Support Officer is to maintain a record of these recommendations using the *Student Support Meeting Record* which is to be filed on the students record within the student management system.
	The following are some publicly available support services that are able to provide either counselling support directly or may be able to refer the student to face to face counselling options:
	Student may be referred to:
	− Lifeline 13 11 14
	− Beyond Blue 1300 22 4636
	− Salvation Army Family Welfare Centres https://www.salvationarmy.org.au/locations/type/cw/
	− Mental Health Triage − phone 13 14 65
	− Anglicare 1300 651 728
	− Kids helpline 1800 55 1800

Individual need	Support Service
m. Students with a disability or medical condition	Supporting students with disabilities or medical conditions requires a thoughtful and inclusive approach to ensure they have equal access to education and can fully participate in learning activities. Students identified as needing support in regard to their disability or medical condition, are to be referred to the Student Support Officer who can meet with the student and identify the student's needs and determine the support that can be provided. The Student Support Officer is to maintain a record of these recommendations using the Student Support Plan which is to be filed on the students record within the student management system. Please refer to *PP2.5 - Disability* for strategies to consider when putting together a student support plan for a person with disability or medical condition.

Individual need	Support Service
n. Students who are First Nations people	SDG College is committed to providing a training environment which is culturally safe to people from all cultures or minority groups including First Nations people. Students identified as needing support in regard to their culture, are to be referred to the Student Support Officer who can meet with the student and identify the student's needs and determine the support that can be provided. The Student Support Officer is to maintain a record of these recommendations using the Student Support Plan which is to be filed on the students record within the student management system. Please refer to PP2.6 - *Diversity and Inclusion for strategies to support First Nations students* for strategies to consider when putting together a student support plan. The following are some resources that provide a foundation of knowledge for developing a culturally safe training environment for First Nations students: Perth WA Aboriginal Cultural Standards Framework - Dept of Education WA

	https://beyou.edu.au/resources/culturally-respectful-engagementfor-learning-communities/organisations-for-engaging-with-aboriginaland-torres-strait-islander-peoples-and-cultures https://www.health.nsw.gov.au/workforce/aboriginal/Pages/respecting-the-difference.aspx Fostering an inclusive learning environment for First Nations students is crucial for their academic success and well-being.

3.4 Wellbeing Support

SDG College is dedicated to ensuring that all students experience an environment that is safe, supportive, and conducive to their overall wellbeing. This policy establishes guidelines to proactively support student wellbeing and provide resources to manage challenges that may impact students' mental, physical, and emotional health. It is underpinned by compassion and a commitment to act in a timely, professional and an inclusive manner when a student's needs are identified.

Principles of Student Wellbeing

1. **Safe and Inclusive Environment**: We will provide a learning environment that is free from discrimination, bullying, harassment, and prejudice.

2. **Holistic Support**: We recognise that student wellbeing encompasses mental, physical, social, and emotional aspects and integrates support in all these areas.

3. **Empowerment and Resilience**: We aims to equip students with the skills and resources needed to build resilience, self-esteem, and coping mechanisms.

4. **Access to Support Services**: We will ensure that students have access to appropriate internal and external support services when needed.

5. **Respect for Privacy and Confidentiality**: We will ensure that all information related to student wellbeing concerns will be managed with respect for the individual's privacy and confidentiality.

We do this by creating a positive and supportive classroom environment, ensuring staff are aware of the supports available in this policy and procedure, identifying early signs of wellbeing issues, and providing students with information or referring them to appropriate support services as needed.

3.5 Identifying wellbeing risks and needs

All staff are required to undertake professional development training in diversity, inclusion and wellbeing each year. (Refer to: *PP3.3 - Professional Development and Trainer Currency*).

Trainers and student support staff encourage open communication with students about their wellbeing. They are responsible for fostering a supportive and respectful learning environment and promoting positive student-teacher relationships that enhance students' mental and emotional well-being. They encourage open communication, ensuring that students feel safe and supported in sharing concerns about their well-being, including challenges related to their disability, cultural background, or other personal factors.

Students are provided with information on available support resources and how to seek help if needed in the *Student Handbook*.

Trainers and support staff are to observe students and be attentive to signs of wellbeing challenges as they progress through their course (e.g. changes in behaviour, attendance issues, or signs of stress or distress).

Where they have concerns, they should follow the below process outlined in the Procedure Section (Section 5) of this document.

4. Considerations

4.1 Strategies to support students' wellbeing

Supporting a student's wellbeing is best conducted through human interaction and this is best achieved by promoting our team to consistently apply strategies when interacting with students. These strategies need to be aligned with our agreed principles explained at section 3.4. Trainers will primarily have the most interaction with students but, it is everyone's responsibility to apply these strategies when interacting with students.

The following strategies are to be applied when interacting with students to support student wellbeing:

a. **Safe and Inclusive environment**

– Goal: Ensure a discrimination-free, supportive learning environment.

– Strategies:

    o Set clear expectations: At the start of each course, communicate clear guidelines

      on respect, inclusivity, and acceptable behaviour.

o Model respectful behaviour: Demonstrate active listening, inclusive language, and non-judgmental interactions.

o Address issues promptly: If a student reports or exhibits signs of discrimination, bullying, or harassment, address it immediately and escalate if necessary.

o Encourage open dialogue: Foster a culture where students feel comfortable expressing concerns without fear of judgment.

o Use inclusive teaching materials: Ensure course content represents diverse perspectives, backgrounds, and cultures.

b. **Holistic Support**

– Goal: Recognise and integrate support for mental, physical, social, and emotional wellbeing. –

Strategies:

o Check-in regularly: Ask students how they are doing, either informally or through quick wellbeing check-ins.

o Recognise signs of struggle: Be aware of behaviours such as withdrawal, lack of engagement, or signs of stress and fatigue.

o Offer flexible learning options: Where possible, provide alternative ways for students to engage with learning materials (e.g., online access, recorded sessions, extended deadlines).

o Encourage peer support: Promote study groups and peer-to-peer learning activities to enhance social connections.

o Normalise wellbeing discussions: Integrate discussions in the classroom about stress management, time management, and self-care into training sessions.

c. **Empowerment and Resilience**

– Goal: Help students build self-confidence, resilience, and coping mechanisms.

– Strategies:

o Use strength-based feedback: Focus on students' strengths and progress rather than just areas of weakness.

o Encourage problem-solving: Instead of giving answers immediately, guide students to think critically and develop solutions.

o Promote growth mindset: Reinforce that mistakes are part of learning and encourage perseverance.

o Teach simple coping techniques: Share basic stress-relief strategies like deep breathing, mindfulness, or time management.

o Acknowledge achievements: Celebrate student successes, both big and small, to boost self-esteem.

d. **Access to Support Services**

– Goal: Ensure students can access appropriate internal and external support.

– Strategies:

> o Know the available resources: Be familiar with internal support services (e.g., Student Support Officer) and external services (e.g., mental health hotlines, community support programs).

> o Provide referral information: If a student raises a concern, discreetly offer information on where they can seek help. If in doubt, respond with sensitivity and refer the student to the Student Support Officer.

> o Encourage self-advocacy: Help students feel comfortable about reaching out for support by discussing the benefits of available services.

> o Facilitate connections: If necessary, assist students in making initial contact with support services.

e. Respect for Privacy and Confidentiality

– Goal: Ensure student wellbeing concerns are managed with discretion and respect.

– Strategies:

> o Avoid public discussions of personal matters: If a student shares a wellbeing concern, arrange a private conversation rather than discussing it in class.

o Listen without judgment: If a student confides in you, acknowledge their feelings without offering unsolicited advice or personal opinions.

o Follow policies: Make sure you are familiar with referral and reporting procedures for wellbeing concerns and adhere to them.

o Clarify confidentiality limits: Let students know that while their concerns will be kept private, there are limits if safety is at risk (e.g., self-harm or harm to others).

5. Procedure

Steps	Person/s responsible
5.1 Identifying Student Support Needs	
i. **Receive enquiry from the prospective student** Receive enquiry from prospective student. This may be received via email, social media messaging, phone call, via the website or if the student physically walks into the premises.	Officer Manager or delegate

ii.	**Follow up the enquiry – Identify training needs** Contact the perspective student preferably by phone to discuss their interest in the relevant course and to determine if their training needs align with the services that SDG College is offering. If the person training needs cannot be supported by SDG College, advise the person that we are not able to provide the training and advise them of some known alternatives or how they can find a course that better suits their needs using the government service Your Career https://www.yourcareer.gov.au/.	Officer Manager or delegate

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

iv.	**Administer language, literacy, numeracy and digital proficiency assessment (LLND) – Long Course Only**	Officer Manager or delegate Student Support Officer
	Where additional LLND assessment is either indicated or required, organise the time for the student to attend SDG College for LLND assessment to be facilitated. This will occur directly before the student is engaged in the enrolment interview. Please refer to: PP2.3 *Language Literacy and Numeracy*. Update *Enrolment Procedure Checklist*.	
	Note. LLND assessment may be facilitated online through a third party service provider. In this situation, the Officer Manager or delegate will initiate this process, and the student will receive an email to complete the assessment. SDG College will receive a copy of the assessment results with any support recommendations.	
	Please refer to: PP2.3 *Language Literacy and Numeracy* for further LLND engagement with the student in regard to LLND support needs. This may include and interview using the form - *LLND Interview Guide.*	
v.	**Undertake an enrolment interview – Long Course Only or Short Course only when indicated**	Officer Manager or delegate
	The Officer Manager or delegate is to contact the student to organise and conduct the enrolment interview with all students entering a Long Course. This interview may be conducted in person at the office	

or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the *Student Enrolment Interview Form*. The topics to be discussed with the student may vary according to the student and the course. The following are the general points to be discussed to ensure the student is fully informed and ready to commence training:

Determine the applicant's career/work objectives. Why are they seeking this course?

Assess the person's individual needs and circumstances and present /discuss support options available to the person both within SDG College and those available through specialist service providers;

Inform the person about opportunities for recognition of their prior learning (RPL) or current competence (Credit Transfer);

Confirm the mandatory work placement requirements (if applicable) that apply to the course. Confirm the arrangements to establish this, orientation, supervision, required hours and duties;

Confirm the person received all required pre-enrolment information and talk through the person's rights and obligations, confirm fee payment arrangements and the services to be provided;

| | | • Explain the training and assessment services involved in the relevant training program;

 • Highlight the delivery model and assessment methods that will be used throughout the training program;
 Explain the requirements applicable to the USI; and

 Confirm the next step to complete the enrolment process and commence their training program. | |

		The enrolment interview is a key step in the enrolment process to engage directly with the prospective student to identify support requirements.	Officer Manager or delegate Student Support
vi.		**Determine the need for student support before commencing the course** Consider any individual student needs communication in the enrolment Officer application or the student's language, literacy, numeracy and digital proficiency to identify the need for support. If support is considered suitable, the Officer Manager or delegate is to make a note and refer the students details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options (ref to: *PP2.3 - Language Literacy and Numeracy* and *PP2.4 - Student Support and Wellbeing).* The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies.	

vii.	**Referral to Student Support Officer** Once the need for student support has been identified, the details of the student and the support requirements are to be communicated to the student support officer. This may be communicated via email. Team members handling this communication should exercise discretion and sensitivity and only communicate information that is necessary and always handle in confidence. Note: Student support needs must be treated and managed confidentially. Refer to: *PP4.10 - Privacy Protection Policy*.	Officer Manager or delegate Student Support Officer
viii.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Officer Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Officer Manager or delegate Student Support

5.2 Planning and implementing Student Support

i.	**Referral for student support received** The Student Support Officer receives communication identifying a student and potential student support that is required. The Student Support Officer will review this information together with the student's enrolment record which includes the completed enrolment form, interview record and LLND assessment to consider all of the information available on the student circumstances. The Student Support Officer is to organise a meeting with the student to plan student support. This meeting is best conducted in-person but may be conducted using Zoom or Teams if an in-person meeting is not possible. Note: Student support needs must be treated and managed confidentially. Refer to: *PP4.10 - Privacy Protection Policy*.	Student Support Officer

ii.	**Meet with student to plan support**	Student Support Officer
	The Student Support Officer is to meet with the student to discuss the student's support requirements. The Student Support Officer is to brief the student on the type of support that can be provided internally and support options that can be access through referral. These support strategies will consider the options identified at section 3.3 of this policy, strategies identified with the *PP2.3 – language, literacy, numeracy and digital proficiency assessment and strategies outlined in PP2.5-Disability.*	
	The Student Support Officer is to explain to the student that where specialist support services are recommended by SDG College (such as Counselling Support for example), students are advised that these services may incur additional cost by the service provider that is separate from the services provided by SDG College. Students should verify the cost of these services with the provider before proceeding with these specialist support services. Students are also welcome and encouraged to use a services provider of their choosing. Services recommended by SDG College are recommended only for the student's convenience and the recommendation by no means imply any warranty of these services. The student should be encouraged to make their own enquiries and satisfy themselves that the service is suitable for their needs.	

	The Student Support Officer is to record the details of the meeting together with any agreed outcomes using the form *Student Support Meeting Record*. These completed records must be saved to the students record within the student management system.		Student Support Officer
iii.	**Develop a Student Support Plan** The Student Support Officer is to develop and document a Student Support Plan considering all of the outcomes and considerations from reviewing the student records and meeting with the student to discuss support options. These are to be clearly documented within the form Student Support Plan. This plan is to be presented to the student for confirmation and the student is to be provided a copy. If any adjustment is required at this point, these adjustments are to be made before it is finalised. The finalised Student Support Plan should be saved to the student record within the student management system.		
iv.	**Implement Student Support Plan.** Once the Student Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager Manager or relevant Trainer. The Trainer is to be briefed on the recommended Trainer support strategies so that they well equipped to implement these with the student.		Student Support Officer Training

v.	**Monitor and review** Regularly monitor the student's progress and adjust the Student Support Plan as needed to ensure that the student is making progress toward their goals. Follow up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required. **Consider any Opportunities for Improvement to this process**	Student Support Officer
	Consider the opportunities for improvement that may have emerged	Student Support Officer
vi.	during the process and record these within a Continuous Improvement Manager Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Training Manager Trainer

6. Other documents to consider with this policy

**Policies
–**

PP2.2 – Enrolment

- PP2.3 - language, literacy, numeracy and digital proficiency assessment

- PP2.5 - Disability

- PP3.3 - Professional Development and Trainer Currency

- PP4.3 - Management Meeting

- PP4.7 - Continuous Improvement

- PP4.10 - Privacy Protection Policy

Forms
- Student Enrolment Interview Form

- LLND Assessment

- Student Support Plan

- Student Support Meeting Record

- Continuous Improvement Report

## Handbooks, manuals or other documents

None.
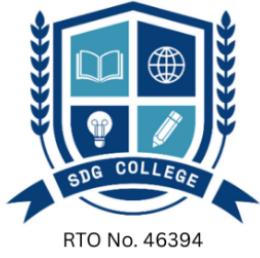
7. Flow chart

Identifying Student Support Needs

```
   ┌─────────┐          ╱─────────────────╲
   │  Start  │─────────▶│ Receive enquiry  │
   └─────────┘          │ from prospective │
                        │     student      │
                        ╲─────────────────╱
                                 │
                                 ▼
                        ┌─────────────────┐
                        │ Follow up enquiry│
                        │ and      identify│
                        │ training needs   │
                        └─────────────────┘
                                 │
                                 ▼
                        ┌─────────────────┐
                        │Review information on│
                        │ enrolment form for │
                        │  student needs     │
                        └─────────────────┘
                                 │
                                 ▼
                        ╱─────────────────╲
                        │ Administer LLND   │
                        │  Assessment       │
                        ╲─────────────────╱
                                 │
                                 ▼
                        ╱─────────────────╲
                        │  Undertake        │
                        │  enrolment        │
                        │  interview        │
                        ╲─────────────────╱
                                 │
                                 ▼
                        ◇─────────────────◇
                        │ Is studentsupport │───────────┐
                        ◇─────────────────◇            │
                                 │                      │
                                 ▼                      ▼
                        ┌─────────────────┐      ┌─────────────┐
                        │    required?     │─────▶│     End     │
                        └─────────────────┘      └─────────────┘

                                 Y                      N
```

Start

Referral for student support is received

Meet with student to plan student support

Develop/Review Student Support Plan

Implement Student Support Plan

Monitor Student Support and Progress

Is support

Consider opportunities for effective

Refer to Continuous

N

End

Y

8. Reference(s)

Outcome Standards for RTOs, Standard 2.3, VET students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product. The RTO demonstrates: (a) how it determines the training support services to be provided to each VET student and makes these available, (b) VET students have reasonable access to trainers and assessors and other staff (c) VET students are informed about how and when they can access trainers and assessors and other staff, and (d) VET students receive timely responses to queries.

Outcome Standards for RTOs, Standard 2.6, The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs. The RTO demonstrates: (a) it identifies the wellbeing needs of the VET student cohort, as relevant to the training content, and appropriate wellbeing support services, and (b) it advises VET students of the actions they can take, the staff they may contact and the wellbeing support services that are available.

Work Health and Safety (Managing Psychosocial Hazards at Work) Code of Practice 2024 (Link)