

Training Support and Reasonable Adjustment Policy and Procedures

1. Purpose

This policy outlines Insight Academy commitment to ensuring all students, including domestic and overseas learners, are provided with timely and appropriate training support and opportunities for reasonable adjustments to successfully complete the chosen training product. This includes proactive identification of needs and the provision of tailored support strategies throughout the student lifecycle.

2. Scope

This policy applies to all VET and CRICOS students enrolled at Insight Academy, across all training products, delivery modes, and campuses. It also applies to all staff involved in the delivery, coordination, or support of training and assessment services, including trainers, assessors, administrative personnel, and student support officers.

This policy does not replace or duplicate the provisions of separate policies addressing:

- Student Support and Wellbeing,
- Diversity and Inclusion,
- Feedback, Complaints and Appeals.

3. Policy Statement

Insight Academy is committed to fostering an inclusive learning environment where all students, including those with diverse backgrounds, learning needs, or disabilities, are supported to successfully engage in and complete their chosen training product/ course. This policy ensures that all students have equitable access to quality training and assessment through the provision of training support services and reasonable adjustments where required, without compromising the integrity of the training product.

The organisation upholds the rights of domestic and overseas students to access timely, appropriate, and individualised training support services. This policy focuses solely on training-

related support and adjustments. Personal, wellbeing, or non-academic support referrals are addressed under the *Student Support and Wellbeing Policy and Procedures*. Trainers, assessors, and support staff are empowered to identify, implement, and monitor support and adjustment strategies that respond to students' evolving training needs. This commitment reflects Insight Academy's broader responsibility to support student progression, wellbeing, and successful training outcomes in accordance with regulatory obligations and best practice.

Guiding Principles: The delivery of training support and reasonable adjustment at Insight Academy is based on the following principles.

Equity and Inclusion - All students are provided with fair and inclusive access to learning opportunities, ensuring that individual needs do not become barriers to participation or achievement.

Early Identification - Support needs are identified proactively at the point of enrolment and throughout the student's training journey through structured processes such as Pre-Enrolment Review, LLND assessments, and trainer feedback.

Tailored Support - Training support services are flexible and responsive to the unique circumstances of each student.

Reasonable Adjustment - Adjustments for students with disability or other identified needs are implemented in line with the *Disability Standards for Education 2005*, without compromising assessment integrity or competency outcomes.

Timeliness and Responsiveness - Support and adjustments are implemented promptly to ensure continuity in learning and minimal disruption to student progress.

Trainer and Staff Capability - Trainers and Assessors (Coaches) are provided with the tools, resources, and training necessary to identify support needs and implement inclusive strategies effectively and consistently.

Student-Centred Practice: Students are treated with dignity and respect. Their voices are valued in planning support strategies, and their privacy and confidentiality are always protected. Where additional support needs arise beyond training and assessment—such as personal, emotional or

mental health challenges—students will be referred through pathways outlined in the Student Support and Wellbeing Policy.

Compliance and Continuous Improvement: Training support practices align with the regulatory obligations and are monitored for effectiveness as part of ongoing quality assurance.

4. Procedure

The following procedures are undertaken to ensure all students at Insight Academy are able to access training support and reasonable adjustment opportunities:

4.1 Initial Identification of Support Needs

- Prior to enrolment, students may disclose any support and disability needs via the ***Student Enrolment Form***.
- At enrolment, students complete the Pre-Enrolment Review and LLND skills assessment to determine any existing support needs. These tools help assess the student's suitability for the training product, learning preferences, and any potential barriers to successful participation. Any declared disability, learning difficulty, or language support requirement is noted confidentially in the ***Pre Enrolment Review Checklist***, and initial support arrangements are discussed and recorded in the student file in the SMS as well as the ***Training Support Management Register*** (Refer *Student Enrolment and Written Agreement Policy and Procedures*).

4.2 Ongoing Disclosure and Identification

- Students support needs may be disclosed at any stage during training via self-reporting, trainer observation, or progress reviews.
 - Self-reporting: Students are encouraged to communicate any learning difficulties, personal circumstances, or barriers affecting their participation or progress directly to their trainer or student support officers. This may occur during orientation, via email or phone, through learner surveys, or by requesting a meeting.
 - Trainer observation: Trainers play a key role in identifying emerging support needs through their regular interactions with students. Indicators may include frequent

absences, incomplete assessments, difficulty understanding course content, lack of engagement, or noticeable changes in behaviour. Where concerns are observed, trainers initiate a respectful and confidential discussion with the student to explore possible support options.

- **Progress reviews**: During formal or informal reviews of student progress such as unit completion or assessment feedback or during course progress intervention meetings, support needs may be identified if a student is not progressing as expected. These reviews provide an opportunity to jointly develop or revise an individual support plan, and to offer access to available training support or reasonable adjustments as appropriate.
- These disclosure pathways are underpinned by a culture of trust and inclusion, where students feel safe and supported to seek help without fear of judgement or disadvantage. Where support and/ or reasonable adjustment options are agreed upon, these are documented in the ***Student Support and Intervention Plan*** as well as the ***Training Support Management Register***.

4.3 Support and Intervention Plans

- Where training support needs are confirmed, the possible support and adjustment is confirmed collaboratively with the student and documented in the ***Student Support and Intervention Plan*** as well as the ***Training Support Management Register***.
- The support may include:
 - Additional tutorial or academic coaching sessions
 - Assistance with digital literacy or navigating learning platforms
 - Access to additional resources for language and numeracy skills support
 - Cultural support for international students adjusting to the Australian training environment
 - Short-term extensions for assessments or structured study plans
 - Referral to external support services
 - Reasonable adjustments (As below)

- The plan outlines the agreed support actions, responsible staff, review dates, and any required resources or follow-up. Copies are retained securely in the student file, SMS and monitored for effectiveness.

4.4 Provision of Reasonable Adjustment

- For students with disability or significant personal barriers, reasonable adjustments may be required. These adjustments are made in consultation with the student, consistent with the *Disability Standards for Education 2005*, and must not compromise the competency requirements of the training product.
- Examples include:
 - Use of assistive technology or adapted materials (e.g. large print, screen readers)
 - Provision of additional time for assessments or alternative assessment methods
 - Modified seating or learning spaces.
 - Allowing breaks during sessions for health or wellbeing reasons
 - Adjusted training schedules or delivery methods (e.g. recorded sessions, flexible delivery)
- All adjustments are documented in the ***Student Support and Intervention Plan*** as well as the ***Training Support Management Register***. The concerned Trainers and Assessors (Coaches) review the register periodically to confirm ongoing relevance.

4.5 Access to Support Services

- Where needs exceed internal capacity or require specialist input, students may be referred to external academic or learning support services. These may include:
 - Language, literacy, numeracy and digital (LLND) specialists
 - Assistive technology or adaptive learning providers
 - Disability support agencies (as they relate to participation in training or assessment)
- Referrals are made with student consent and follow-up is conducted to ensure the student has accessed appropriate support.
- Personal, wellbeing, financial or mental health-related referrals are managed under the *Student Support and Wellbeing Policy and Procedures*.

4.6 Review and Monitoring

- The implementation and effectiveness of all support strategies and reasonable adjustments is monitored and progress is reviewed regularly, either during training sessions, course progress reviews, or when new challenges arise.
- If the support plan is no longer effective, it may be revised in consultation with the student based on their course progress and possible intervention strategies that do not compromise the competency requirements of the training product.

Standard Operating Procedure: Training Support and Reasonable Adjustment Provisions

Step	Procedure Description	Responsible Person(s)	Supporting Documents
1	Identify support needs via enrolment form, pre-training review and LLND assessment	Admin Officer and Assessors	Student Enrolment Form, Pre-Enrolment Review Checklist, Online LLND Assessment Tool, LLND Assessment and Support Guide
2	Document support needs and proposed strategies	Student Support Officer and Trainers and Assessors (Coaches)	Training Support Management Register
3	Develop Student Support and Intervention Plan collaboratively	Student Support Officer, Trainers and Assessors (Coaches) and Training Coordinator	Student Support and Intervention Plan
4	Implement support (tutorials, extensions, resources)	Trainers / Support Staff	SMS

5	Apply reasonable adjustments as needed	Trainers and Assessors (Coaches) and Training Coordinator	Student Support and Intervention Plan
6	Refer to external services where applicable	Student Support Officer	SMS (Diary Notes) and Student Files
7	Monitor student progress and review support effectiveness	Trainers and Assessors (Coaches) and Training Coordinator	Academic Progress Register
8	Update intervention plans or exit strategies based on progress	Training Coordinator	Student Support and Intervention Plan

5. Supporting Documents

- Student Enrolment Form
- Pre Enrolment Review Checklist
- Training Support Management Register
- Student Support and Intervention Plan
- Academic Progress Register

6. Related Policies

- Student Information Policy and Procedures
- Student Enrolment and Written Agreement Policy and Procedures
- VET Academic Progress and Intervention Policy and Procedures
- VET Attendance Policy and Procedures
- Academic Integrity Policy and Procedures
- Student Support and Wellbeing Policy and Procedures
- Document Management and Records Retention Policy and Procedures
- Feedback, Complaints and Appeals Policy and Procedures

7. Roles and Responsibilities

CEO: Oversees policy compliance and strategic alignment and approves policy updates.

RTO/Operations Manager: Manages operational implementation of student support provision processes and ensures procedures meet training product and compliance requirements

Compliance Consultant: Ensures compliance with Standards and documentation integrity and monitors policy implementation and records continuous improvement actions.

Training Coordinator: Ensures trainers are trained in identifying and providing appropriate training support. Reviews intervention effectiveness.

Trainers and Assessors (Coaches): Identify needs, develop support strategies, implement reasonable adjustments, and monitor progress.

Student Support Officer: Coordinates student orientation, non-academic support and wellbeing referrals.

Admin Officer: Facilitates access to support tools at enrolment, updates record and communicates student needs internally.

8. Legislative Background

This policy is guided by the following legislative and regulatory frameworks:

- Standards 2.3 and 2.4 of the Outcome Standards for NVR Registered Training Organisations 2025 under the National Vocational Education and Training Regulator Act 2011 (Cth).
- Standards 6 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) under the Education Services for Overseas Students Act 2000 (ESOS Act).

9. Monitoring and Improvement

This policy is reviewed annually or earlier in response to changes in regulatory requirements or audit outcomes. Review activities including, audit findings, and student, trainers & assessors as well as industry feedback.