
Student Support, Welfare and Wellbeing Policy

1. Purpose, scope and control

College of Construction and Management Pty Ltd (CCM) supports students to participate safely, develop competence and progress through their course. This policy covers learning support, welfare, wellbeing, disability access and inclusive participation for domestic and international students across classroom, practical, online, workplace and authorised third-party settings.

Document: SSW 01 | Version 2.0 | Document date: Aug 2025. Policy owner: CEO, Rajesh Ayer. Record approval and commencement in the controlled document register. Review annually and earlier following regulatory change, a significant incident, student feedback or evidence that support is ineffective.

2. Regulatory framework and policy commitments

This policy is framed against the 2025 Standards for RTOs, effective 1 July 2025, particularly Outcome Standards 2.1–2.6. Complaints and appeals are managed under Standards 2.7–2.8 and CCM's related policy. It also operates with applicable privacy, disability discrimination, equal opportunity, safety and child protection obligations. For overseas students, apply the ESOS framework and National Code 2018, particularly Standard 6, and relevant welfare and course progress requirements.

CCM will explain available support and access arrangements, identify barriers before and during study, respond promptly, consult students about appropriate assistance and check whether it helps. Support does not reduce the competency or safety requirements of a training product. A student need not complete a particular form before requesting assistance.

CCM provides its learning support, welfare information and referral assistance without an additional support fee. External services may have their own charges or eligibility limits; explain these before referral where known. Do not represent an external service as free unless verified, or promise that a referral guarantees access.

3. Responsibilities and contact

- CEO: allocate adequate resources, appoint a primary contact and backup, oversee serious concerns and monitor the effectiveness of support. Record delegated duties and arrangements for staff absence.
- Administration / Student Support Officer: act as the first contact, discuss needs privately, coordinate support and referrals, maintain the service directory and track follow-up. CCM may combine these duties in one position.
- Academic lead and trainers/assessors: identify course-related barriers, provide learning assistance, agree appropriate assessment adjustments and monitor progress. Refer concerns requiring specialist expertise.
- All staff: explain how to obtain help, respect privacy and cultural identity, respond to safety concerns and refer students promptly. Staff must work within their competence and not provide clinical, legal or migration advice without the required qualifications or authority.

Students may approach reception, Student Support or their trainer, or email info@ccm.vic.edu.au. Publish the designated staff names, backup, current availability and appointment arrangements in orientation materials and the student handbook. The general email is not an emergency service.

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4. Information, suitability and ongoing identification — Standards 2.1-2.2

Before enrolment, explain the course demands, support available, practical participation requirements and any known access or resource costs. Review prospective students' skills and competencies, including language, literacy, numeracy and digital literacy, against the intended course and give individual suitability advice. Use course-specific evidence and discussion rather than assuming that one generic LLND score establishes suitability for every qualification.

Provide private opportunities to discuss access, disability or support needs. Disclosure is voluntary; explain why information is requested and how it will be used. Focus on the effect on learning and access, rather than collecting unnecessary diagnoses or personal history. Where additional evidence is necessary to determine an adjustment, explain the reason and consider accessible alternatives.

If the proposed course is unsuitable, explain the reasons and discuss preparatory learning, alternative pathways or support that could address the gap. Record the advice and student response. Do not promise support that CCM cannot reasonably provide.

At orientation, explain staff access, learning support, wellbeing services, emergency procedures, student rights and complaints. Provide accessible information and confirm students know how to request help. During study, trainers review participation, assessment feedback and emerging barriers and invite discussion when a student appears to need assistance.

5. Training support and staff access — Standard 2.3

Available assistance may include study planning, reading and writing strategies, numeracy exercises, digital access and platform guidance, additional explanations, supervised practice, tutorials, accessible materials and referral to specialist support. Agree the type and frequency of assistance according to individual needs and course requirements.

Trainers provide reasonable appointment opportunities outside scheduled teaching activities. Explain how to book, expected response times and the backup contact. Students studying remotely must have practical ways to obtain academic assistance; maintain contact and check access to resources and technology.

6. CCM service response targets

- Immediate danger or a medical emergency: activate the emergency procedure immediately and call 000 when required. Do not wait for an email response or routine appointment.
- Urgent concerns without immediate danger: refer to the designated support officer or CEO on the same working day for triage and an agreed next action.
- Routine requests: acknowledge within two working days and offer an initial discussion within five working days. Arrange earlier assistance where a deadline, access barrier or distress requires it.
- Where a matter cannot be resolved promptly, explain the interim support, responsible person and expected update date. Escalate missed targets or unresolved access barriers to the CEO.

These are CCM service targets, not statutory time limits. Keep students informed of delays. Confirm external availability separately and do not guarantee an external appointment within CCM's response timeframe.

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7. Reasonable adjustment — Standard 2.4

Consult the student and, with permission, their support person or relevant professional. Consider accessible formats, assistive technology, communication assistance, rest breaks, modified scheduling, accessible facilities and alternative ways to demonstrate knowledge where appropriate. Evaluate each request individually and record the agreed arrangements, responsible staff and review date.

The assessor checks adjustments against unit requirements and assessment conditions. Required practical competence, licensing requirements and safe performance must still be demonstrated. Communicate any adjustment that is not appropriate or possible, and the reasons, as soon as reasonably practicable. Discuss alternatives and complaints or appeal options. A blanket refusal based solely on disability is unacceptable.

8. Diversity, inclusion and cultural safety — Standard 2.5

CCM promotes respectful participation for students of different cultures, languages, ages, abilities, genders, identities, family circumstances and backgrounds. Staff use inclusive materials and communication, explain unfamiliar processes and challenge bullying, racism, harassment, discrimination and victimisation.

Create a culturally safe learning environment for Aboriginal and Torres Strait Islander students. Respect identity, community connection and self-determination; invite feedback without requiring disclosure. Review materials and practices for bias, discuss appropriate supports and seek local community guidance where appropriate. Build staff cultural competence and address concerns respectfully.

Students may raise a concern with Student Support, a trainer or the CEO, including concerns about a staff member or workplace host. Take immediate protective action when needed, then use the relevant complaint or incident process. Avoid requiring students to confront a person they report as threatening. A complaint or support request must not result in retaliation.

9. Welfare and wellbeing strategies — Standard 2.6

The support officer and academic lead review cohort needs alongside course content before delivery and during the course. For building and construction cohorts, CCM considers practical safety, fatigue, physical demands, placement interactions, workload and assessment pressure. It also considers employment and caring commitments, financial stress, isolation, language barriers and adjustment to study or life in Australia. Record appropriate preventive strategies rather than relying only on referrals after a crisis.

- Explain study planning, manageable practice schedules, breaks and safe help-seeking. Check understanding and readiness before practical tasks; respond to distress or fatigue that could affect safe participation.
- Make relevant wellbeing options visible at orientation and throughout study. Discuss accommodation, financial hardship, health, family or social issues where they affect participation and offer suitable referral choices.
- Agree safe participation and reporting arrangements with workplace hosts. Review the suitability of third-party environments and address poor supervision, harassment or other risks affecting students.

CCM staff provide supportive listening and practical assistance within their role. Specialist counselling, health care and treatment are provided by appropriately qualified external professionals. Voluntary peer or social activities may support connection when available; do not promise a mentor or in-house counsellor unless actually arranged.

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10. Support request and follow-up procedure

- Receive the request verbally, by email or in writing. Offer a private conversation and an accessible communication method. Explain confidentiality and its limits before asking for sensitive details.
- Triage the concern: establish whether there is immediate danger, an urgent need or a routine learning/welfare issue. If safety is uncertain, seek appropriate emergency or professional assistance.
- Agree a support plan proportionate to the need. Record the learning barrier or concern, agreed actions, staff responsibilities, student preferences, consent for referrals and a review date. A brief case note may suffice for a simple request.
- Provide assistance or, with consent, help the student contact an appropriate service. Explain service availability, possible fees and any CCM commercial interest. Disclose an interest in writing and offer suitable alternatives where available.
- Follow up on the agreed date to check access and usefulness. With consent, coordinate any additional support. If the student declines assistance, record the offer and response, keep help available and continue any necessary safety action.
- Close a matter when actions are completed or the student no longer wants follow-up. Record the outcome and how the student can request help again. Escalate unresolved academic access or wellbeing risks to the CEO.

11. Urgent concerns, crises and critical incidents

For immediate danger, serious injury or an urgent threat to life, call 000 and follow CCM's emergency and evacuation procedures. Staff should obtain help, remain with the student where safe, avoid leaving an at-risk person unsupported and follow emergency responder directions. Do not promise absolute secrecy or attempt to manage a serious crisis alone.

Notify the CEO or delegated incident lead promptly. Record factual observations and actions, protect other students, arrange appropriate professional support and apply CCM's Critical Incident Policy. Contact emergency contacts or other parties only with consent, or where disclosure is lawfully authorised or required. Record the basis for any disclosure without consent.

For reports of abuse, violence or harassment, listen without pressuring the student to repeat unnecessary details; explain support and reporting choices. Consider immediate protection and safe communication. Follow mandatory reporting or child protection duties where applicable. Do not mediate a matter where doing so would expose the student to risk.

12. Overseas student support

Provide age- and culturally appropriate orientation covering adjustment to Australia, English and study assistance, legal and health services, emergency contacts, campus resources, complaints, attendance/progress expectations and employment rights. Offer reasonable learning support and relevant information/referrals without an additional charge, regardless of delivery location or mode.

Maintain a designated overseas student contact and sufficient available support staff. Explain accommodation and OSHC access, and refer visa questions to the Department of Home Affairs or an authorised adviser. Maintain contact with students undertaking online or distance components. Apply separate ESOS procedures for welfare of students under 18, course progress, intervention, deferment and cancellation where applicable.

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13. Referral directory and emergency contacts

The support officer maintains a current directory of local and accessible services, including health care and counselling, disability support, housing, financial counselling, legal services, employment rights, culturally appropriate services and authorised migration advice. Check availability, accessibility, eligibility and costs before recommending a service where practical. Review the directory at least every six months and when a problem is reported.

- Emergency: 000 for police, fire or ambulance in an emergency.
- Lifeline: 13 11 14 | lifeline.org.au - crisis support, available 24 hours a day.
- 1800RESPECT: 1800 737 732 | 1800respect.org.au - domestic, family and sexual violence counselling and support.
- Healthdirect: 1800 022 222 | healthdirect.gov.au - registered nurse health advice, available 24 hours a day.
- Employment rights: fairwork.gov.au. Visa information: immi.homeaffairs.gov.au. These services have their own eligibility and access arrangements.

Explain that emergency or external services are separate from CCM. Refresh contact details in the student handbook and orientation information whenever the directory changes.

14. Privacy, records and student choice

Keep support records secure and restrict access to staff who need them for an authorised purpose. Record only necessary information. Use separate restricted case notes for sensitive welfare details; academic staff generally need the agreed learning arrangements rather than a complete personal history.

Obtain informed consent before sharing information with an external service, family member, agent or workplace, unless disclosure is legally required or permitted. Explain who will receive the information, what will be shared and why. Record consent and any lawful exception. Verify identity proportionately for access requests; a student card or USI is not the only acceptable route to general support.

Apply CCM's records retention schedule and any applicable legislative, funding, ESOS or legal-hold requirements. Support records do not automatically fall under the assessment evidence retention rule. Keep linked adjustment or assessment records for the relevant assessment retention period and do not dispose of records while a complaint or legal hold remains unresolved.

15. Monitoring, staff training and continuous improvement

At induction and through regular updates, train staff in referral pathways, disability access, inclusive communication, cultural safety, privacy, crisis escalation and the limits of their role. Keep evidence of participation. Verify that authorised third parties apply equivalent access and referral arrangements; CCM retains oversight.

Review support access, response times, adjustments, unresolved cases and student feedback at least each term as a CCM control. Use de-identified information where possible. Review cohort wellbeing strategies annually and following significant incidents. Record improvements, action owners, due dates and evidence that changes work. Do not measure support success solely by the number of referrals.

16. Related documents and references

Related CCM policies: enrolment and LLND; training and assessment; reasonable adjustment; complaints and appeals; critical incidents; privacy and records; course progress; and overseas student welfare. See the Student Handbook for access details.

References: 2025 Outcome Standards 2.1–2.8 and ASQA student support practice guides; National Code 2018, Standard 6; Disability Standards for Education 2005; applicable privacy and safety laws. Contact sources: official Lifeline, 1800RESPECT and Healthdirect websites.