JTI Policy – Student Support Services (Domestic Students)

1. Purpose
Job Training Institute (JTI) is committed to providing equitable access to training, assessment and support services that enable every domestic learner to achieve successful outcomes.

This policy ensures compliance with:
• ASQA Standards for RTOs 2025 – Outcome Standards 1 and 3 (Clauses1.3, 1.7, 5.1 – 5.2, 6.1 – 6.2)
• Skills First VET Funding Contract 2024‑ 25 and 2025 Guidelines (Learner Wellbeing, Access and Equity)
• Disability Discrimination Act 1992 (Cth), Equal Opportunity Act 2010 (Vic), and Privacy and Data Protection Act 2014 (Vic)
• National Vocational Education and Training Regulator Act 2011 and Student Identifiers Act 2014.

2. Scope
This policy applies to all domestic students enrolled in JTI VET programs (whether Skills First subsidised or fee‑ for‑ service) and to all staff involved in delivery, assessment and the provision of academic and personal support. JTI ensures training, assessment and support services are responsive to each student's individual needs identified before and during training.

3. Policy Statements
- JTI maintains sufficient qualified trainers and support staff to meet learner needs.
- Support needs are identified through the Pre‑ Training Review (PTR), LLN and Digital Capability assessments and through ongoing monitoring.
- Support may include academic, LLN, digital literacy, disability adjustments, wellbeing, and community referrals.
- Students are informed of support services during orientation and in the Student Handbook.
- JTI provides internal referral services free of charge (while external provider fees may apply to the student).
- Records of support needs and services are securely stored for three years after completion or withdrawal.

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4. Procedures

4.1 Orientation

All new students attend orientation (onsite or online) covering staff introductions, support contacts, complaints and appeals, Statement of fees, Student Handbook, Workplacement information, Orientation Powerpoint which includes all the orientation details, student facilities,resources and emergency procedures.

Attendance is recorded and retained as evidence.

4.2 Student Support Contacts

Support Area	Key Contact	Description
Academic Support	Trainer/Assessor	Guidance on study skills and assessment preparation.
Progress / Intervention	Training Coordinator	Monitoring of academic progress and support for students at risk.
Wellbeing / Disability Support	Student Support Officer (SSO)	Assistance with personal issues, referrals and reasonable adjustments.
Facilities and Resources	General Manager / Training Coordinator	Oversight of physical resources and accessibility needs.

4.3 Support Services Provided

- Academic Support – Provides one-to-one academic support, group sessions, LLN (Language, Literacy, and Numeracy) and digital literacy assistance, and identifies and supports students at risk.

- Personal and Wellbeing Support – confidential discussion and referrals to external counselling or health services.

- Accessibility Support – reasonable adjustments and Individual Support Plans for students with disabilities.

- Community Referrals – guidance on local support agencies.

- Health and Safety Information – contacts for local medical services and emergency assistance (000).

- Engagement and Social Programs – workshops and activities to encourage peer connection and wellbeing.

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4.4 Monitoring and Follow‑ Up

Trainers and Training Coordinator monitor academic progress and attendance. SSOs track personal support referrals and follow‑ up actions. The QA Manager reviews the support provided and records quarterly and ensures intervention strategies are documented as per the Course Progress and Intervention Policy (Domestic). The QA Team Leader conducts quarterly reviews of the support provided, ensuring that action plan strategies are appropriately documented throughout the course.

5. Responsibilities

Role	Responsibility
Trainers / Assessors	Identify students needing support and refer to SSO as required.
Training Coordinator	Oversee academic progress and ensure support plans implemented.
Student Support Officers	Provide wellbeing and referral support; maintain confidential records.
QA Team Leader	Monitor compliance with ASQA and Skills First requirements; conduct audits.
Administration Team	Maintain accurate support records in SMS.
CEO / General Manager	Ensure adequate resourcing for student support services.

6. End‑ to‑ End Evidence and Recordkeeping

JTI maintains verifiable evidence covering PTR and LLN results, orientation attendance, support plans, referrals and follow‑ ups. Records are securely stored and retained for a minimum of three years post‑ completion for audit.

7. Monitoring and Continuous Improvement

QA TeamLeader conducts quarterly reviews of support effectiveness and recordkeeping. Feedback from students and staff is used to enhance services and logged in the Continuous Improvement Register. Policy is reviewed annually or when regulatory changes occur.

8. References and Related Documents

- ASQA Standards for RTOs 2025 (Outcome Standards 1 & 3, Clauses 1.3, 1.7, 5.1–5.2, 6.1–6.2)
- Skills First VET Funding Contract 2024‑ 25 and 2025 Guidelines (Learner Wellbeing and Support)
- Equal Opportunity Act 2010 (Vic)

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- Disability Discrimination Act 1992 (Cth)
- Privacy and Data Protection Act 2014 (Vic)
- National Vocational Education and Training Regulator Act 2011
- JTI Course Progress and Intervention Policy (Domestic)
- JTI Access and Equity Policy

Appendix A – Audit Readiness Checklist

Audit Area	Evidence Location	Compliance Assurance
PTR and LLN records with support needs	Student file / VETtrak	Demonstrates Clause 1.7 compliance
Orientation attendance and slides	Orientation records/ VETtrak	Confirms students informed of support services
Individual Support or Intervention Plan	Student file/VETtrak	Evidence of support implementation
SSO referral and follow- up notes	VETtrak notes	Proof of ongoing support and privacy
QA quarterly audit reports	QA Drive / Continuous improvement Register	Evidence of monitoring and continuous improvement

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