



Student Support and Wellbeing Policy and Procedures

1. Purpose

The purpose of 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. Policy statement

2.1 Designated student support staff

A designated Student Support Officer is to be the official point of contact for our students. The Student Support Officer 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.

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.

2.2 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 Datum College.

2.3 Types of support

It is important to acknowledge that the support that students will seek from Datum 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 .
b. Requires assistance with understanding their employment rights and conditions,	The Student Support Officer is to meet with the student to understand the particular issue the student is concerned about in their workplace. The Student Support Officer is recommended to utilise the resource is available from the Fair Work Ombudsman website which provides a range of resources.



Individual need	Support Service
and how to resolve workplace issues	The following resources will help a student to answer question they may have, prevent and resolve issues about workplace entitlements 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 in resolving workplace issues: https://www.fairwork.gov.au/sites/default/files/migration/712/an-employees-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



Individual need	Support Service
	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. 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. Once the student support officer has all of the information they need, they are to develop and record a 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.
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 Datum 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. 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, Datum 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



Individual need	Support Service
	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 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-writing-hotline 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



Individual need	Support Service
	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-and-employment 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 - 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 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:



Individual need	Support Service
	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



Individual need	Support Service
	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 preferences through structured conversation and observation. Following this initial meeting, the Student Support Officer may 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.



Individual need	Support Service
	• 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.



Individual need	Support Service
	• 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 counselling 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.



Individual need	Support Service
	• 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. 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 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



Individual need	Support Service
	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/about-the-program https://www.ames.net.au/courses/english-for-living-working-australia
g. 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 Datum 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. 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.
h. Student requiring welfare support	Addressing the welfare needs of Students is crucial to ensure their 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.



Individual need	Support Service
	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 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. 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.
i. 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



Individual need	Support Service
	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 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: ○ Show empathy and understanding by acknowledge the student's feelings without judgment. Be patient and provide reassurance that you are there to support them. ○ 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.



Individual need	Support Service
	○ 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. ○ Offer flexibility by being flexible with deadlines and provide additional time for assignments if needed. Consider alternative assessment methods if traditional exams exacerbate anxiety. ○ 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 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.
j. Student required counselling support and advice about their personal situation	Students identified as needing specialised counselling support that is beyond the capability of Datum 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 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



Individual need	Support Service
	– 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
k. 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.
l. Students who are First Nations people	Datum 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 following are some resources that provide a foundation of knowledge for developing a culturally safe training environment for First Nations students: https://beyou.edu.au/resources/culturally-respectful-engagement-for-learning-communities/organisations-for-engaging-with-aboriginal-and-torres-strait-islander-peoples-and-cultures Fostering an inclusive learning environment for First Nations students is crucial for their academic success and well-being.

2.4 Wellbeing Support

Datum 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.

2.5 Identifying wellbeing risks and needs

All staff are required to undertake professional development training in diversity, inclusion and wellbeing each year.

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.



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).

3. Procedure

Steps		Person/s responsible
3.1 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 Datum College is offering. If the person training needs cannot be supported by Datum 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 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 Datum 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	Officer Manager or delegate



	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) Where additional LLND assessment is either indicated or required, organise the time for the student to attend Datum College for LLND assessment to be facilitated. This will occur directly before the student is engaged in the enrolment interview.	Officer Manager or delegate Student Support Officer
v.	Determine the need for student support before commencing the course Consider any individual student needs communication in the enrolment 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.	Officer Manager or delegate Student Support Officer
vi.	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.	Officer Manager or delegate Student Support Officer

3.2 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.	Student Support Officer
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	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.	
ii.	Meet with student to plan support 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. The Student Support Officer is to explain to the student that where specialist support services are recommended by Datum 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 Datum 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 Datum 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.	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.	Student Support Officer
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	Student Support Officer

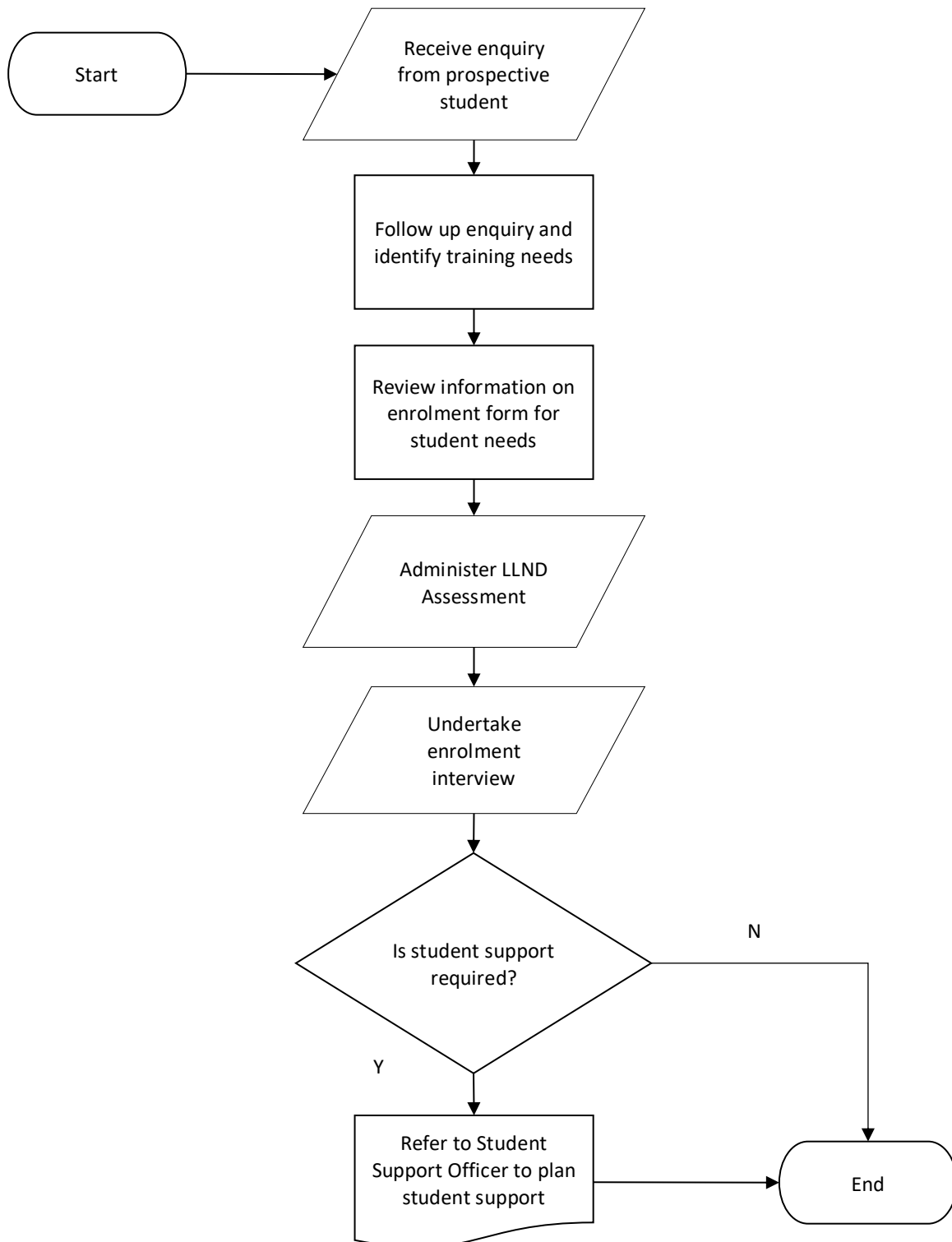


	or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student.	Training Manager Trainer
V.	Monitor and review Regularly monitor the student's progress and adjust the Student Support Plan as needed to ensure that 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.	Student Support Officer



4. Flow chart

Identifying Student Support Needs





Identifying Student Support Needs

