

## Student Wellbeing Support Procedure

### Purpose

This procedure describes the actions selectability Training takes to identify, respond to, and monitor the wellbeing needs of its student cohort, in accordance with Outcome Standard 2.6 of the 2025 RTO Standards.

It ensures that selectability Training proactively identifies wellbeing needs through analysis of training product content, student demographics, and learning modes, and implements accessible strategies to support students' personal, emotional, and psychological wellbeing including internal and external referral pathways, resources for mental health, safety guidance, and student engagement initiatives.

### Scope

This procedure applies to:

- All VET students enrolled or intending to enrol at selectability Training
- All staff involved in training delivery, assessment, support, and administration
- Any third parties delivering services on behalf of selectability Training
- Contractors, consultants, and volunteers interacting with VET students

### Procedure Statement

The following steps are taken by selectability Training staff to identify, respond to, and monitor the wellbeing needs of its students:

#### 1 Identify Wellbeing Needs

- While planning a course, the RTO Manager and Trainers review the content of each training product prior to course delivery to identify any units, themes, or activities that may present a risk to student wellbeing, including content relating to trauma, mental illness, family violence, grief, or other sensitive topics. Record findings in the Wellbeing Risks section of the TAS, and update the selectability Training Risk Register to note risks to Student Wellbeing. Wellbeing Risk and Response Matrix for training products should identify:
  - common challenges experienced by students,
  - recommended internal support responses,
  - suggested referral or escalation pathways.
- At induction, the RTO Manager and Trainers analyse the characteristics of the incoming student cohort to identify factors that may affect student wellbeing during training. The following are to be considered:
  1. demographics (age range, gender diversity, cultural background),
  2. mode of delivery (on-campus, blended, online).
  3. work placement or industry exposure,
  4. known life or study pressures (e.g. full-time employment, parenting, previous disengagement from education),
  5. prior experience,
  6. and any disclosed vulnerabilities.

The trainer assigned to the cohort is to record findings in the cohort Profile Notes and orientation records. The findings are to be used to inform session planning, especially where topics with identified risks to student wellbeing are the subject of a session.

- The Administration Officer maintains the Risk Register, ensuring it reflects current cohort needs and is applied consistently when planning and delivering wellbeing support.

## 2 Inform Students of Wellbeing Support

- At course commencement, Trainers, Assessors, and the Student Support Officer advise all students of the wellbeing support services available to them, including internal supports and external crisis contacts. Deliver this information as part of the orientation/induction session with reference to the Student Handbook. Ensure students are informed of any organisation they can contact and any steps they can take independently to support their own wellbeing.
- Throughout the course, Administration Officers and Trainers promote awareness of wellbeing strategies and available support through posters, LMS announcements, and student engagement events. The purpose of ongoing promotion is to normalise help-seeking behaviour and ensure support information remains visible and accessible to all students.

### Ongoing Promotion

Wellbeing resources are promoted via:

- Posters, flyers and digital displays on campus
- Dedicated wellbeing section on the LMS and student portal
- Ongoing LMS announcements
- Wellbeing Awareness Weeks (e.g. R U, OK? Day, Mental Health Week)

## 3 Refer Students to Support

Where a student's wellbeing needs exceed the internal capacity of selectability Training, the Administration Officer or RTO Manager refers the student to an appropriate external support service. Record all referrals in the Wellbeing Referral Register and document the nature of the referral, the service contacted, and any follow-up actions taken.

### Referral to External Services

Where students require specialist or clinical support, they may be referred to:

- Lifeline (13 11 14)
- Beyond Blue
- Headspace
- Local mental health or GP services
- Multicultural or LGBTQ+ support networks
- When making a referral, staff provide the student with the name and contact details of the relevant service and, where appropriate, assist the student to make first contact. Staff do not provide counselling or clinical support but act as a bridge to appropriate professional services.

## 4 Build Staff Capability

- The RTO Manager ensures all trainers, assessors, and administration staff receive training in how to recognise signs of student distress and how to initiate a referral to appropriate support. This training is delivered as part of staff induction and discussed regularly at staff meetings. Record the scheduling of training in the Staff Professional Development Calendar and keep evidence of PD on HR files and PD registers.
- Staff who identify a student displaying signs of distress, whether disclosed or observed, must act promptly. Staff must notify the RTO Manager where a situation may require escalation or urgent intervention.

## 5 Document and Monitor

- The Administration Officer maintains the Wellbeing Referral Register as an ongoing record of all student wellbeing referrals, including internal and external actions taken, dates, and outcomes where known.
- The RTO Manager reviews the Wellbeing Referral Register at least every six months to

identify patterns, assess the adequacy of current support strategies, and determine whether the wellbeing risks identified and recorded on the Risk Register requires updating. Findings inform continuous improvement planning.

- All wellbeing records are stored securely and treated as confidential. Access is limited to staff with a legitimate need to know, in accordance with selectability Training's Privacy Policy.

## Critical Incident Management

selectability Training is committed to the safety, welfare, and wellbeing of its students and staff. A **critical incident** is defined as a traumatic event, or threat of such, that causes extreme stress, fear, injury, or harm. These incidents may involve individual or group harm and can occur on or off campus or during a student's placement. The identification and response to a critical incident is guided by selectability's Disaster Response Policy; however, the following may be considered within the RTO setting:

### Examples of critical incidents include:

- Serious injury, illness, or death of a student or staff member
- Physical or psychological assault
- Fire, explosion, bomb or gas threats
- Natural disasters in Australia or a student's home country
- Severe verbal abuse, sexual assault, or drug-related incidents
- Missing persons or students lost during excursions or placements

### Immediate Response:

- Any staff member made aware of a critical incident must notify the CEO or senior staff immediately.
- Emergency Services (000) must be contacted if there is a threat to life, safety, or the law is breached.
- A designated Critical Incident Team will be formed to coordinate the response, communication, and support services.
- A Critical Incident Report will be completed and managed in accordance with internal protocols.

### Ongoing Support:

- selectability Training ensures affected students and staff receive timely counselling, cultural or translation assistance, and referrals as needed.
- The wellbeing of students remains a priority throughout the recovery phase.
- Family members may be contacted where appropriate.
- De-briefing sessions and continuous improvements to procedures are conducted following each incident.

### Policy Access and Review:

- This policy is available on the RTO website and covered during student orientation.
- Emergency drills will be conducted each term for all students on campus.
- The Critical Incident Policy is reviewed regularly as part of selectability Training continuous improvement processes.

## Notifying Authorities and Families

### Informing the Police

All unexpected deaths or serious injuries must be reported to police. Police actions may include:

- Notifying the coroner for official investigation;
- Locating and informing the next of kin;
- Conducting official identification (by someone who knew the deceased for over one year); and
- Interviewing witnesses and coordinating relevant legal procedures.

## Next of Kin Communication

When contacting a student's family following a death or serious injury:

- Consider the most appropriate method of contact (e.g., phone, in-person, via a liaison officer).
- Assess whether the family will require cultural, language, or emotional support.
- Be mindful of privacy, confidentiality, and the circumstances of the tragedy before making contact.

## Definitions

<b>Student Cohort</b>	The group of students enrolled with selectability Training at any given time, considered collectively in terms of their shared characteristics, training context, and likely wellbeing needs. This includes consideration of the types of qualifications being studied and the personal circumstances common to students in those training streams.
<b>Wellbeing</b>	A student's overall state of physical, mental, emotional, and social health as it relates to their capacity to engage with and complete their training. Wellbeing is not the absence of difficulty, but the presence of adequate support to navigate challenges that may arise during the training experience.
<b>Wellbeing Support Services</b>	Internal resources and external organisations that students can access for assistance with mental health, personal crisis, financial hardship, family or domestic matters, disability support, or any other matter affecting their capacity to study.
<b>Training Product Content</b>	The subject matter, themes, and practical elements contained within a qualification or unit of competency. For many of selectability Training's qualifications, particularly those in the community services and health sectors, training product content may include topics such as trauma, mental illness, family violence, or grief, which have the potential to affect student wellbeing.
<b>Referral</b>	The act of directing a student to an appropriate internal or external support service in response to an identified or disclosed wellbeing need. Staff, including trainers, administration officers, or the RTO Manager, or the student themselves, may initiate a referral.

## Document Governance

### Document Properties

<b>Document Sponsor</b>	CFO
<b>Date Approved</b>	25/03/2026
<b>Category</b>	RTO
<b>Review Cycle</b>	Annual
<b>Next Review Date</b>	25/03/2027
<b>Current Version</b>	RTO.3001.V1.0
<b>Implementation Plan</b>	COO Newsletter, selectability Training Website
<b>Board Committee</b>	FAR

### Related Documents and Legislation

<b>Parent Policy / Framework</b>
Student Wellbeing Support Policy
<b>Related Documents</b>

<p>Orientation Presentation                  Student Handbook                  Staff Handbook                  Wellbeing Referral Register                  Staff Referral Protocols                  Critical Incident Action Plan                  Critical Incident Report</p>
<p><b>Legislation / Other instruments</b></p>
<p>National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth).</p>
<p><b>Related RTO Procedures</b></p>
<p>Student Information Procedure                  Training Support Needs and Reasonable Adjustment Procedure                  Diversity, Inclusion and Cultural Safety Procedure                  AQF Certification Documentation and Records Procedure</p>

## Aligning Standards

<p><b>Child Safety Principles</b></p> <ol style="list-style-type: none"> <li>1. Child safety and wellbeing is embedded in organisational leadership, governance, and culture</li> <li>2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously</li> <li>3. Families and communities are informed and involved in promoting child safety and wellbeing</li> <li>4. Equity is upheld and diverse needs respected in policy and practice</li> <li>5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice</li> <li>6. Processes to respond to complaints and concerns are child focused</li> <li>7. Employees and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training</li> <li>8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed</li> <li>9. Implementation of the national child safe principles is regularly reviewed and improved</li> <li>10. Policies and procedures document how the organisation is safe for children and young people</li> </ol>
<p><b>2025 RTO Standards</b>                  Outcome 2 – VET Student Support, Division 4 – Wellbeing, Standard 2.6</p>

## Document History

Version	Date	Review Notes	Officer
RTO.3001.V1.0	26/03/2026	Document Approved	CFO
RTO.3001V0.1	20/02/2026	Draft Created	RTO Manager