

New Horizons Safety & Training Services (NHST)

RTO: 31372

Website: www.nhst.com.au

Quality Area 2: VET Student Support

Standards: 2.3, 2.4, 2.5, 2.6

1. Purpose

This policy outlines how New Horizons Safety & Training Services (NHST) supports students throughout their training journey by providing appropriate support services, promoting diversity and inclusion, and addressing student wellbeing needs.

NHST is committed to ensuring all learners have fair and equitable access to training and assessment and are supported to successfully complete their training.

2. Policy Statement

NHST is committed to creating a safe, respectful and inclusive learning environment where all students are supported to participate fully in training and assessment.

We recognise that students may come from diverse backgrounds and may experience barriers to learning. NHST aims to minimise these barriers by providing appropriate training support, reasonable adjustments where required, and access to wellbeing support services.

NHST promotes a learning environment that values diversity, encourages respectful behaviour, and ensures all students are treated fairly regardless of their background, age, gender, disability, cultural identity or personal circumstances.

3. Scope

This policy applies to:

- All current and prospective students
 - Trainers and assessors
 - Administrative and support staff
 - All training delivery locations used by NHST
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4. Definitions

Access and Equity Policies and practices designed to ensure all learners have equal opportunity to participate in training regardless of background or circumstance.

Diversity Individual differences including culture, language, age, gender, disability, and learning styles.

Inclusion Ensuring all learners feel respected, supported and able to participate fully in training.

Reasonable Adjustment Changes made to training or assessment methods to assist learners with specific needs without compromising competency outcomes.

Training Support Services Services provided to assist students to succeed in their training, including LLN support, trainer guidance, or additional learning assistance.

Wellbeing Support Services Support related to physical, emotional or mental wellbeing, including referral to external support services where appropriate.

5. Responsibilities

RTO Management

- Ensure adequate student support services are available
- Ensure compliance with the Standards for RTOs 2025

Training Manager

- Monitor student progress
- Ensure staff understand student support procedures

Trainers and Assessors

- Identify students who may require additional support
- Provide reasonable adjustments where appropriate
- Refer students to support services if required

Administrative Staff

- Provide information to students about available support services
- Maintain records relating to support arrangements

All Staff

- Promote respectful, inclusive and supportive learning environments.
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6. Legislative and Regulatory Requirements

NHST complies with relevant legislation and regulatory requirements including:

- Standards for RTOs 2025
 - National Vocational Education and Training Regulator Act 2011
 - Disability Discrimination Act 1992
 - Disability Standards for Education 2005
 - Racial Discrimination Act 1975
 - Sex Discrimination Act 1984
 - Age Discrimination Act 2004
 - Australian Human Rights Commission Act 1986
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7. Student Support Procedures

7.1 Identifying Support Needs

Student support needs may be identified during:

- enrolment

- pre-training review
- language, literacy and numeracy (LLN) assessment
- discussions with trainers during the course

Students are encouraged to inform NHST of any support needs that may affect their ability to participate in training.

7.2 Providing Training Support

NHST may provide support such as:

- trainer guidance and additional explanations
- flexible assessment arrangements (where appropriate)
- additional time for assessments
- modified learning materials where appropriate
- referral to external services if required.

Students are informed about available support services during enrolment and course commencement.

7.3 Reasonable Adjustment

Where a student has a disability or learning barrier, NHST will work with the student to determine appropriate reasonable adjustments.

Examples may include:

- alternative assessment formats
- additional time for assessments
- modified delivery methods
- assistive technology where appropriate.

Adjustments will not compromise the integrity of competency outcomes.

8. Monitoring Student Progress

Trainers monitor student engagement and progress throughout the course.

Where concerns arise (e.g., missed assessments, attendance issues, or learning difficulties), additional support strategies may be implemented.

9 Wellbeing Support

Where students experience wellbeing concerns that may impact training, NHST may provide referrals to external support services including:

- Lifeline (13 11 14)
 - Beyond Blue
 - Reading and Writing Hotline (1300 6 555 06)
 - other appropriate local services.
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10. Access and Equity

NHST is committed to ensuring all students have fair access to training opportunities.

NHST does not tolerate discrimination, harassment or victimisation in any form. All students are treated with dignity, respect and fairness.

Training materials and learning environments aim to support diverse learners and encourage participation from all backgrounds.

11. Continuous Improvement

NHST reviews student support practices through:

- student feedback
- trainer feedback
- internal audits
- review of student outcomes.

Where improvements are identified, actions are recorded in the Continuous Improvement Register.

12. Policy Review

This policy will be reviewed annually to ensure it remains compliant with regulatory requirements and reflects current training practices.

13. Monitoring and Evaluation

Monitoring of this policy is conducted annually via internal audit, feedback analysis and review of student outcomes. Records of adjustments, referrals, and staff training are maintained. Outcomes inform policy and service improvements.

Procedure Summary Table

Step & Action		Responsibility	Timeframe	Reference / Use
1.	Conduct pre-training review and identify support needs (LLND, disability, language, wellbeing).	DOS/Business Manager	At enrolment or course commencement	Enrolment Form, LLND Assessment, Student File Checklist
2.	Develop tailored support strategies, including reasonable adjustments and referrals.	Dos/Trainer	Within 5 business days of identification	Support Strategy Form, Adjustment Approval Record
3.	Ensure all support delivery complies with anti-discrimination laws and student rights. Address any	DoS	Ongoing	Complaints and Appeals Policy, Student File, CI Register

	reported incidents confidentially.			
4.	Implement and monitor support interventions (academic, language, personal, welfare).	DoS	Ongoing throughout course	Support Strategy Review Notes, Student Support Log
5.	Refer students to internal or external services as needed (e.g. counselling, LLN specialist).	DoS	Within 3 days of support need identification	Referral Record, External Provider List
6.	Provide familiarisation and access to wellbeing resources and cultural inclusion practices.	Enrolment Team	At course commencement	Enrolment Checklist, Student Handbook
7.	Monitor and document student engagement and satisfaction with support provided.	Dos/Trainer	Review Cycle	Student Feedback Form, CI Register
8.	Escalate unresolved support or discrimination concerns to the DoS	Trainer / Business Manger	Immediately upon awareness	Incident Report Form, Complaints Register
9.	Evaluate support effectiveness through student feedback and continuous improvement process.	Compliance officer	Yearly	Internal Audit Schedule, CI Register