

STUDENT SUPPORT

1. PURPOSE

Lexmar Services Pty Ltd (Lexmar Training) is committed to providing a supportive and inclusive educational environment that responds to the individual needs of each student. This policy outlines the support services offered to ensure all students have equal access to education and are able to achieve their vocational and educational goals.

At the same time, Lexmar Training recognise that, for many reasons, students may not reach their full potential without accessing additional learning and support services. This document describes the support services provided by Lexmar Training in compliance with the Standards for Registered Training Organisations (RTOs).

2. SCOPE

This policy forms part of Lexmar Training Quality Management System and applies to all current and prospective students, as well as to all staff involved in the delivery and support of educational activities at Lexmar Training.

3. POLICY STATEMENT

Lexmar Training is dedicated to ensuring the welfare and wellbeing of all students by providing inclusive and flexible learning and assessment options. We recognise the importance of offering additional support services tailored to the diverse needs and circumstances of students. This approach ensures that every student can meet the program requirements and achieve their learning objectives.

Educational and support services include:

- **Pre-enrolment Support**
 - Provision of clear, accessible information and guidance to help students make informed decisions about their courses.
 - Access to pre-enrolment materials that outline course details, expectations, and requirements.
- **Learning and Study Support**
 - Access to study skills programs and support to develop effective learning techniques.
 - Provision of Language, Literacy, Numeracy, and Digital (LLND) skills programs or referrals to these services.
 - Additional learning resources, including readings, exercises, practice tests, and online tutorial support.

ISS-PP-003 Student Support POLICY PROCEDURE V3.0-25.docx5		Version:	2.1-25
Endorsed by:	Chief Executive Officer	Effective Date:	1.07.2025
Person Responsible:	Chief Executive Officer/Administration Officer	Next Revision Date:	1.07.2026

- Flexible delivery options, including one-on-one time with trainers and assessors, to cater to individual learning needs.
- Access to Information and Communications Technology (ICT) support, specialised technical assistance, and resources.
- Use of assistive technology, equipment, and other resources to support students with disabilities or special learning requirements.
- Availability of learning materials in alternative formats (e.g., large print) to enhance accessibility.
- Contextualised learning and assessment programs tailored to specific workplace environments.
- **Wellbeing and Counselling Services**
 - Referral to appropriate external counselling, mental health services, and support networks for vocational, emotional, and psychological assistance.
 - Access to mediation services or referrals to these services for conflict resolution.
 - Support for student wellbeing through online learning and support courses that focus on personal development and resilience.
 - Counselling services and wellbeing support will include considerations for children and young people, ensuring their specific needs and voices are considered in service design and delivery.
 - Age-appropriate, culturally sensitive resources will be available to young learners.
- **Flexible Delivery and Assessment**
 - Adjustments to training and assessment schedules to accommodate individual student needs, ensuring fairness and equity.
 - Customisation of delivery methods and assessment processes to suit diverse learning styles and circumstances.
- **Equipment and Resources**
 - Provision of specialised equipment, resources, and programs in multiple formats to increase access for students with disabilities and other students in line with access and equity principles.
 - Ensuring that learning environments and resources are accessible and inclusive for all students.

ISS-PP-003 Student Support POLICY PROCEDURE V3.0-25.docx5		Version:	2.1-25
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- Accessible resources are provided for online learners, including screen reader-compatible materials, closed-captioned videos, and downloadable content in multiple formats (PDF, audio, etc.) to accommodate diverse learning needs.
- Designated safe spaces will be established for young learners where they can feel supported, heard, and safe. These spaces will be monitored by trained staff.
- **Child-Specific Support:**
 - Young learners will have access to a designated support officer trained in child safety practices, ensuring they have a trusted point of contact for any concerns. This person may be external to Lexmar Training.
 - Parents and guardians will be engaged and informed of available services, where appropriate.
- **Financial and Other Support Services**
 - Referral to financial support and assistance services to help students manage the costs associated with their studies.
 - Any additional services deemed necessary to support students in achieving competency, based on their individual circumstances.

4. PROCEDURES

Lexmar Training's aim to identify students with support needs at the enrolment stage of their journey to ensure early intervention. However, it is the responsibility of the student to disclose this information.

4.1. Enrolment

- a) During the enrolment process Lexmar Training will engage with students to understand their individual needs and how to best support the student to successfully complete their intended course. Students may be identified from target groups including:
 - i. Aboriginal and Torres Strait Islanders.
 - ii. People from culturally diverse or non-English speaking backgrounds.
 - iii. Unemployed individuals or people re-entering the workforce.
 - iv. People living with disabilities.
 - v. People from rural and remote areas.
 - vi. Members of other disadvantaged groups.
- b) Students are encouraged to disclose and discuss any medical or special needs and/or reasonable adjustments that may be required or that may assist in the performance of their studies. These discussions will be conducted by a member of

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Lexmar Training's Administration Team and documented on the student management system, under the student's name.

- c) Students may be required to undergo a digital literacy assessment before commencing online learning. Those who require additional support will have access to targeted digital skills training, covering essential skills for navigating the LMS, submitting assignments online, and using digital communication tools effectively.
- d) If a potential student is identified to not currently meet the entry requirements of the program, the student will be referred for appropriate assistance prior to enrolling into their program.
- e) If Lexmar Training is not able to provide appropriate support to meet the student's individual needs, the student will be advised prior to enrolling and will be referred to external service providers.

4.2. Reasonable Adjustment

- a) Reasonable adjustments that are required to be made will take a collaborative approach and will be discussed and agreed with the student. When considering the adjustments to training and assessment methodologies, the inherent requirements of the program will be considered.
- b) Inherent requirements are the fundamental parts of the program that must be met for a student to be deemed competent. They are the abilities, skills and knowledge required to complete the course which, if removed, would compromise the learning outcomes.
- c) Lexmar Training may consider the following adjustments:
 - i. Accessible classrooms.
 - ii. Note-taking support.
 - iii. Course material in alternate formats.
 - iv. Use of laptop for assessments.
 - v. Extra time or extensions for assessments.
 - vi. Alternate assessment tasks.
 - vii. Ergonomic equipment.
 - viii. Use of assistive technology.
 - ix. An interpreter or scribe.
- d) Language, Literacy, Numeracy and Digital skills (LLND) concessions will be made, where necessary, ensuring that these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity, and fairness of assessment.

ISS-PP-003 Student Support POLICY PROCEDURE V3.0-25.docx5		Version:	2.1-25
Endorsed by:	Chief Executive Officer	Effective Date:	1.07.2025
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- e) Where required, students may be requested to complete an LLND assessment, to provide Lexmar Training with a better understanding of the student's levels relating to language, literacy, and numeracy.
- f) For digital skills proficiency testing, Lexmar Training utilises the [free online mydigiskills test](#) and request the student forward their results to administration staff for review.
- g) Reasonable adjustments are recorded in the relevant training and assessment strategy for the learning program and on the students training plan.

4.3. Student Progression

- a) Support services are available to students at all stages of their learning journey. Lexmar Training ensure that all training and assessment staff will identify students in need and facilitate support services that will assist their progress to succeed in their education.
- b) Lexmar Training staff may identify undisclosed student support needs through:
 - i. Monitoring evidence of poor attendance, behaviour, and assessment outcomes.
 - ii. Student self-identifying and requesting support.
 - iii. Observations during learning activities.
 - iv. Outcomes of student satisfaction surveys.
 - v. During an interview with a student.
- c) Staff will discuss any support needs with the student and record the discussions on the students profile within the student management system. Outcomes of the discussions and support services implemented will be recorded in the Students Training and Assessment Plan and in the relevant Training and Assessment Strategy.
- d) Students with disabilities requiring reasonable adjustments may be required to provide additional medical or specialised documentation to substantiate the reasonableness of the adjustment.
- e) If a student requires a support person in a classroom, any costs associated with the support person will be borne by the student; however, if the student requires a support person in an assessment situation, the support person will be supplied by Lexmar Training and the costs associated will be borne by us to ensure integrity of assessment is upheld.
- f) Lexmar Training monitors the progression of students through a number of platforms:

5 of 13

ISS-PP-003 Student Support POLICY PROCEDURE V3.0-25.docx5		Version:	2.1-25
Endorsed by:	Chief Executive Officer	Effective Date:	1.07.2025
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- i. Learning management system - this allows staff to monitor the progression of students through class attendance, assessment submission and completion by running reports and identifying any students who may not be progressing suitably.
 - ii. Student online portal – staff are able to monitor if students are logging in and undertaking learning in order to progress through their course.
 - iii. Training Plans will be used to record progress of unit of competency completions for full qualification programs.
- g) Lexmar Training staff record student progression on their student record in the Student Management System and, where relevant, on the student's individual **Training and Assessment Plan**. Where a student has not demonstrated sufficient progression through a course, they will be contacted by a member of Lexmar Training Staff, with the conversation recorded on the student's profile in the student management system. The reason behind the student's lack of progression will determine the support service required.
- h) Online and distance students may be provided with an individual **Training and Assessment Plan** that includes targeted study goals, regular progress tracking and allows support provisions to be documented. Support staff will monitor engagement and progress and offer additional guidance where necessary to ensure successful learning outcomes.

4.4. Wellbeing Support

- a) The training environment at Lexmar Training will actively promote and support the wellbeing and diversity of learners by implementing the following strategies:
 - i. **Inclusive Learning Spaces:** Ensuring that all physical and virtual learning environments are accessible, safe, and welcoming for all students, including those with disabilities, culturally diverse backgrounds, and different learning needs.
 - ii. **Cultural Safety:** Embedding cultural awareness and sensitivity into all training and assessment practices, with specific attention to the needs of First Nations learners and students from culturally and linguistically diverse backgrounds.
 - iii. **Support Services:** Providing access to counselling, mental health resources, and student welfare services, with clear referral pathways to external support networks as needed.
 - iv. **Wellbeing check-ins:** Online students will be contacted at regular intervals. Trainers and support staff will reach out to discuss academic progress, personal challenges, and any additional support requirements. These check-

ISS-PP-003 Student Support POLICY PROCEDURE V3.0-25.docx5		Version:	2.1-25
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ins aim to foster a sense of connection and address any potential issues promptly.

- v. **Flexible Learning Options:** Offering flexible training schedules, delivery modes (e.g., online, face-to-face, blended), and assessment methods to accommodate the diverse needs and circumstances of learners.
- vi. **Anti-Discrimination and Harassment Policies:** Actively enforcing policies that prevent discrimination, bullying, and harassment within the training environment, ensuring all students feel respected and valued.
- vii. **Wellbeing Initiatives:** Incorporating wellbeing activities, workshops, and programs into the curriculum that promote mental health, resilience, and social connection among students.
- viii. **Feedback Mechanisms:** Establishing channels for students to provide feedback on their experiences and wellbeing, with regular reviews to identify and address any issues affecting learner diversity and welfare.

b) **First Nations People Support**

Lexmar Training acknowledges the unique cultural strengths, histories, and learning needs of First Nations and Torres Strait Islander students. We are committed to providing culturally safe, respectful, and empowering education environments that foster achievement and confidence.

To support First Nations people, achieve their vocational goals, Lexmar Training implements the following measures:

i. **Client Collaboration**

- Lexmar Training works in partnership with clients who employ First Nations Support Persons to ensure that cultural protocols are respected and that students receive holistic support aligned with their community and employment contexts.
- These support personnel may participate in engagement, wellbeing, and progression conversations, where consent is granted by the student.

ii. **Cultural Liaison Support**

- Where available, students will be offered the opportunity to speak with a cultural liaison or First Nations and Torres Strait Islander support person to discuss their learning needs or challenges in a culturally safe and trusted space.

ISS-PP-003 Student Support POLICY PROCEDURE V3.0-25.docx5		Version:	2.1-25
Endorsed by:	Chief Executive Officer	Effective Date:	1.07.2025
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iii. **Culturally Inclusive Practices**

- Trainers and assessors will incorporate inclusive and respectful teaching strategies that reflect the cultural knowledge, perspectives, and experiences of First Nations and Torres Strait Islander peoples.
- Learning resources will be reviewed to ensure cultural appropriateness and relevance for Indigenous learners.

ix. **Community and Family Involvement**

- Where appropriate, Lexmar Training supports the involvement of family or community representatives in learning discussions or support meetings, acknowledging the collective approach often valued by First Nations and Torres Strait Islander communities.

iv. **Staff Training**

- All staff involved in student support, training delivery, and assessment will complete cultural awareness training to ensure sensitivity and understanding when engaging with First Nations and Torres Strait Islander students.

v. **Referral to Culturally Competent Services**

- Students who require additional support beyond the scope of Lexmar Training's services will be referred to culturally competent external providers, including Aboriginal health services, wellbeing organisations, and community advocacy groups.

These measures are supported by Lexmar Training's commitment to the principles of cultural safety, respect, and reconciliation in education and training.

- c) Regular assessments will be conducted to identify the wellbeing needs of the student cohort, with appropriate support strategies implemented through the following processes:
- Surveys and Questionnaires:** Distributing regular surveys and questionnaires to students that focus on their experience in the training environment. These tools will help gather data on common stressors, satisfaction levels, and specific needs.
 - One-on-One Interviews and Check-ins:** Conducting periodic one-on-one interviews or check-ins with students, facilitated by trainers, support staff, or counsellors, to discuss their wellbeing and any challenges they may be facing. This allows for a more personalised assessment of individual needs.

ISS-PP-003 Student Support POLICY PROCEDURE V3.0-25.docx5		Version:	2.1-25
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- iii. **Focus Groups:** Organising focus group sessions with diverse student representatives to explore wellbeing issues in depth, discuss potential challenges, and identify collective needs across the cohort.
 - iv. **Monitoring Attendance and Engagement:** Keeping track of attendance patterns, class participation, and engagement in online learning platforms. Significant changes in a student's behaviour may indicate wellbeing concerns that need to be addressed.
 - v. **Feedback from Trainers and Staff:** Encouraging trainers and support staff to provide regular feedback on student wellbeing, particularly for those who may be struggling with course content, participation, or social integration.
 - vi. **Partnerships with External Services:** Establishing connections with external wellbeing services, such as mental health professionals, social workers, and community organisations, to refer students as needed based on the assessments conducted.
 - vii. **Development of Student Support Plans:** Based on the findings from assessments, developing student support plans for students requiring additional assistance, including adjustments to Training and Assessment Plans, access to counselling, or other necessary interventions.
 - viii. **Students in online or distance learning programs** can access wellbeing resources through digital platforms, including virtual counselling sessions and webinars focused on study, stress management, remote learning and assessment conduct.
- d) All students will be informed of the available wellbeing support services and how to access them through the following methods:
- i. **Orientation Programs:** During orientation sessions, all students will receive detailed information about the wellbeing support services available, including mental health counselling, academic support, and external resources. This will include clear instructions on how to access these services, whether in person, online, or through referral processes.
 - ii. **Student Handbook:** The student handbook will contain a dedicated section outlining the wellbeing support services available, including contact details for support staff, emergency services, and links to online resources. This handbook will be distributed to all students at the beginning of their course and made available on the RTO's website.
 - iii. **Regular Reminders:** Periodic reminders will be sent to students via email, learning management systems, or social media platforms to keep them informed of the available wellbeing services, including updates on any new services or changes to existing ones.

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- iv. **Posters and Signage:** Informative posters and signage will be strategically placed around Lexmar Training facilities, including common areas, classrooms, and restrooms, to remind students of the support services available and how they can be accessed.
- v. **Workshops and Seminars:** Workshops and seminars will be conducted focusing on wellbeing topics, such as stress management, resilience building, and mental health awareness. These events will also highlight the available support services and how students can access them.
- vi. **Support Staff Availability:** Wellbeing support staff will be made accessible to students during specific hours, with details of their availability communicated clearly through various channels, including the student portal, noticeboards, and class announcements.

4.5. Special Measures for Young Learners:

- a) Recognising the unique needs of young learners, Lexmar Training implements specific measures to ensure their safety, wellbeing, and academic success. These measures align with the National Principles for Child Safe Organisations and our commitment to fostering a safe and inclusive learning environment.
 - i. **Parental/Guardian Engagement**
 - Parents or guardians will be informed of the support services available to young learners and how their children can access them.
 - Parental or guardian consent will be required for certain services, particularly those related to mental health, wellbeing, or external referrals.
 - ii. **Dedicated Child-Safe Support Officer**
 - A designated support officer trained in child safety practices will be assigned to young learners – this role may be sourced external from Lexmar Training.
 - This officer will act as a trusted point of contact, providing personalised support and addressing any safety concerns.
 - iii. **Training for Staff**
 - All staff working with young learners will undergo mandatory training on child safety including how to identify and respond to safety concerns.
 - Training will include cultural awareness with specific consideration for First Nations children and those from culturally and linguistically diverse backgrounds.
 - iv. **Reporting and Confidentiality**

ISS-PP-003 Student Support POLICY PROCEDURE V3.0-25.docx5		Version:	2.1-25
Endorsed by:	Chief Executive Officer	Effective Date:	1.07.2025
Person Responsible:	Chief Executive Officer/Administration Officer	Next Revision Date:	1.07.2026

- Young learners will have access to clear, simple and child-friendly reporting processes for any safety or wellbeing concerns.
 - Reports will be treated with confidentiality and handled promptly, in accordance with legal and organisational requirements.
- v. Safe Spaces
- Designated safe spaces will be created within learning environments where young learners can seek support if they feel unsafe or overwhelmed.
 - These spaces will be monitored by staff trained in providing immediate assistance and emotional support.
- vi. Age-Appropriate Resources and Communication
- All communication with young learners including support services and training materials will be designed to be age-appropriate and accessible.
 - Information will be provided in formats that young learners can easily understand, ensuring inclusivity and equity.
- vii. Wellbeing Support and Check-Ins
- Regular wellbeing check-ins will be conducted with young learners to discuss their academic progress, personal challenges and overall wellbeing.
 - These check-ins aim to foster trust and ensure that any issues are addressed promptly.
- viii. Compliance and Continuous Improvement
- Lexmar Training will regularly review its policies and procedures to ensure compliance with the National Principles for Child Safe Organisations and relevant legislation.
 - Feedback from young learners and their families will be collected to identify areas for improvement and to enhance support services.

4.6. Support Contacts

- a) Students who require additional support once they have commenced their course can contact Lexmar Training or their trainer and request support. Lexmar Training encouraged students to:
- i. Speak directly with their trainer and assessor.
 - ii. Contact Lexmar Training at lexmarservices@outlook.com
 - iii. Refer to the **Student Handbook**.

ISS-PP-003 Student Support POLICY PROCEDURE V3.0-25.docx5		Version:	2.1-25
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Person Responsible:	Chief Executive Officer/Administration Officer	Next Revision Date:	1.07.2026

4.7. Additional Support Referrals

- a) If a student is experiencing difficulties and/or requires counselling or personal support, Lexmar Training will refer the students to an external support network. Students are made aware of these networks through the information provided in the Student Handbook.
- b) Referral services include:

Support and Wellbeing Service	Contact Details
Alcohol and Drug Foundation	P: 1300 858 584 W: www.adf.org.au
Beyond Blue	P: 1300 224 636 W: www.beyondblue.org.au
Centrelink Student Support	P: 1800 132 317 W: www.servicesaustralia.gov.au
Elder Abuse Help Line	P: 1300 651 192 W: www.eapu.com.au
Financial Counselling Australia	P: 1800 007 007 W: www.financialcounsellingaustralia.org.au
Kids Helpline	P: 1800 551 800 W: www.kidshelpline.com.au
Lifeline	P: 13 11 14 W: www.lifeline.org.au
Reading and Writing Hotline	P: 1300 655 506 W: www.readingwritinghotline.edu.au
1800RESPECT	P: 1800737 732 W: www.1800respect.org.au
Men's Referral Services	P: 1300 766 491 W: www.ntv.org.au/get-help
MensLine Australia	P: 1300 789 978 W: www.mensline.org.au
13 Yarn	P: 13 92 76 W: www.13yarn.org.au

4.8. Monitoring and Feedback Mechanisms

- a) Lexmar Training's, training and administration staff will regularly monitor online engagement through the LMS to identify students who may be at risk due to low participation. Early intervention measures, such as targeted support emails or check-in calls, will be implemented to provide guidance and prevent disengagement.
- b) Lexmar Training will seek feedback from students, trainers, and support staff to evaluate the effectiveness of support services. This feedback will be gathered

12 of 13

ISS-PP-003 Student Support POLICY PROCEDURE V3.0-25.docx5		Version:	2.1-25
Endorsed by:	Chief Executive Officer	Effective Date:	1.07.2025
Person Responsible:	Chief Executive Officer/Administration Officer	Next Revision Date:	1.07.2026

through surveys, focus groups, one-on-one check-ins, and post-service evaluations to ensure services meet student needs and align with industry standards.

5. VARIATIONS

Lexmar Training reserves the right to modify this policy as necessary to comply with changes in legislation or organisational needs.

6. DEFINITIONS

As defined in the Quality Management Strategy.

7. RELATED DOCUMENTS

- Access and Equity Policy Procedure
- Application for Enrolment Policy Procedure
- Student Handbook
- Delivery of Training Policy Procedure
- Engagement with Industry Policy Procedure
- Assessment and Evidence Collection Policy Procedure
- Complaints Handling Policy Procedure
- Assessment Appeals Policy Procedure

ISS-PP-003 Student Support POLICY PROCEDURE V3.0-25.docx5		Version:	2.1-25
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