PIONEER COLLEGE
RTO: 45763 CRICOS: 03956A

Student Support

Policy and Associated Procedures

September 2026

Pioneer Education Institute Pty Ltd t/a Pioneer College

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1. Purpose and Scope

1.1 This policy and associated procedures outline Pioneer College's (hereafter referred to as 'Pioneer') approach to student support. This ensures that support is appropriately provided to students to assist them to complete their studies.

1.1.1 This policy and associated procedures meet the requirements of Standards 2.1, 2.3, 2.4, 2.5 and 2.6 of the Outcome Standards for RTOs, Standard 6 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018, as well as Standard P3 of the ELICOS Standards.

1.1.2 This policy applies to all prospective and enrolled students undertaking study at Pioneer, and all Pioneer staff involved in support services and management.

2. Related Documents

Orientation Checklist

Student Handbook

Course Transfer Policy and Associated Procedures

Deferral, Suspension and Cancellation Policy and Associated Procedures

Complaints and Appeals Policy and Associated Procedures

Training and Assessment Policy and Associated Procedures

3. Related Legislation

3.1 *Education Services for Overseas Students (ESOS) Act 2000*, specifically the *National Code 2018*

3.2 *National Vocational Education and Training Regulator (NVETR) Act 2011*, specifically the *2025 Standards for Registered Training Organisations (RTOs)*

This policy and associated procedures will contribute to Pioneer complying with other requirements such as included in the:

- *ELICOS Standards 2018*
- *Equal Opportunity Act 1984 (WA)*
- *Privacy Act 1988*
- *Disability Standards for Education 2005*

4. Definitions

Intervention Strategy	A plan that is implemented when a student is at-risk of non-completion. This outlines actions, responsibilities and timelines to assist the student in remaining engaged with their studies.
Language, Literacy and Numeracy (LLN) Support	Targeted assistance that addresses identified needs in a student and their ability to participate effectively in training and assessment.
Reasonable Adjustment	A measure or action taken to assist a student with disability to access and participate in training and assessment on an equal basis with other students, which does not compromise the integrity of assessment against the requirements of the training product.

5. Policy Statements

5.1 Student Support

5.1.1 Pioneer is committed to assisting students to complete their studies through the provision of academic and welfare support.

5.1.2 Learning support required to enable a student to achieve the expected learning outcomes of their course is provided at no additional cost to the student.

5.1.3 Student support needs may concern (but are not limited to):

5.1.3.1 Language, literacy and numeracy (LLN) issues.

5.1.3.2 Disability.

5.1.3.3 Digital literacy.

5.1.3.4 Access.

5.1.3.5 Their wellbeing.

5.1.3.6 Cultural issues.

5.1.4 Support services provided by Pioneer can include:

5.1.4.1 One-to-one support from the trainer/assessor.

5.1.4.2 Support with personal issues, including wellbeing.

5.1.4.3 Access to additional learning resources.

5.1.4.4 Reasonable adjustment in training and assessment.

5.1.4.5 Social events.

5.1.4.6 Buddy program.

5.1.4.7 Information about external sources of support.

5.1.5 Information about student support, including how and when students can access trainers and assessors and other support staff, is provided in a range of ways including through student handbooks, course entry interview process, orientation and ongoing updates.

5.1.6 Student support needs are considered during the course development process by assessing the needs of the proposed target group and ensuring that the proposed training and assessment approach takes these needs into account.

5.1.7 As part of the enrolment process, Pioneer requires students to participate in a course entry interview. The course entry interview identifies student suitability for the course, as well as their support needs. Where a student is already studying and requires support, an interview is set up to discuss support needs.

5.1.8 Where support needs are identified, a Student Support Plan is developed. The Student Support Plan is regularly reviewed and adjusted as required.

5.1.9 Pioneer makes reasonable adjustments for students with a disability as per Part 3 of the Disability Standards for Education 2005.

5.1.10 Pioneer identifies the wellbeing needs of its student cohort and puts strategies in place to support those needs. Students are advised of the wellbeing support services available.

5.1.11 Pioneer ensures that sufficient support staff are in place to meet the needs of the enrolled students. Pioneer nominates specific personnel for student support, the details of whom are provided to students.

5.1.12 Where Pioneer is unable to provide the support service required by the student, Pioneer will refer the student to an external provider. Where the support relates to achieving the expected learning outcomes of the course, any referral is made at no additional cost to the student.

5.1.13 Pioneer surveys students about support services provided and uses the feedback to improve services provided.

6. Procedures

6.1 Assess Student Support Needs During the Course Development Process

6.1.1 Consider support needs of the target group for the course during the course development process.

6.1.2 Review any feedback on support services that can inform support to be provided.

6.1.3 Document agreed support services for the course in the Training and Assessment Strategy and Course Brochure.

6.1.4 Check Student Handbook and Orientation PowerPoint and update as required with the identified student support services, including details of how to access for both internal and external services.

6.1.5 Ensure all staff have access to up-to-date details of student support services.

6.2 Assess Student Support Needs

6.2.1 Conduct interview to identify and assess student support needs. This may be as part of the course entry interview process for new students or an interview specifically set up for students already studying to discuss their support needs.

6.2.2 Use the Student Support Plan to guide the interview. This should also include discussing available internal support services, as well as highlighting external services available. Use the external support referrals document to inform this discussion and provide this document to the student.

6.2.3 Use the Student Support Plan Form to document the student's needs and how these will be actioned.

6.2.4 Provide the completed Student Support Plan to the student within three (3) working days of the Support Plan being completed. The Support Plan will also indicate where any support cannot be provided and why.

6.3 Provide Orientation

6.3.1 Organise the orientation for students prior to commencing their course or on the first day of their course.

6.3.2 Conduct the orientation using the Orientation PowerPoints. This will also include details of the counselling services available including where and when it is available.

6.3.3 Provide students with the opportunity to ask questions and receive appropriate information throughout the orientation process.

6.3.4 Maintain records demonstrating that students have participated in orientation activities and provided with information regarding their course, policies and available support services.

6.4 Monitor Student Support Needs

6.4.1 Regularly review the Student Support Plan to ensure actions are being implemented as required.

6.4.2 Adjust the Student Support Plan in consultation with the student as required.

6.4.3 At the conclusion of the student's course or when the Student Support Plan is complete, evaluate the effectiveness of the plan in consultation with the student.

6.4.4 Use the evaluation results to improve support services offered.

6.4.5 Regularly review external support services to check their details are the same as referred to in the Student Handbook and Orientation PowerPoint and to enter in any new services.

7. Policy Review

7.1 Policy review is undertaken by the CEO with input from relevant staff.

7.2 Policy reviews are identified by an annual review cycle, or through audit and continuous improvement activities. An earlier review may occur if legislative or regulatory changes occur, or if a significant incident or near miss occurs.

7.3 The CEO actions the changes and updates the policies and associated procedures manual accordingly.

7.4 The CEO communicates amendments to policies and associated procedures to all relevant staff via email and/ or staff meetings.

7.5 Changes will be recorded in the updated version control and Document History.

8. Responsibilities

8.1 The CEO/ PEO is responsible for, but not limited to:

8.1.1 Holding overall accountability to ensure effective student support systems are in place.

8.1.2 Ensuring adequate resourcing for student support services, including staffing and external referrals and materials.

8.1.3 Promoting a culture within Pioneer of student wellbeing and inclusion.

8.2 The Academic Manager/ Trainer Co-ordinator is responsible for, but not limited to:

8.2.1 Considering student support needs during the course development process.

8.2.2 Conducting course entry interview and identifying student needs.

8.2.3 Developing and monitoring the Student Support Plan.

8.2.4 Evaluating the effectiveness of student support provided.

8.2.5 Providing orientations.

8.2.6 Ensuring trainers and assessors are aware of intervention processes, and that reports of non-attendance or risks of progression are reported.

8.2.7 Monitoring course progress data.

8.3 The Administration and Student Support Officer is responsible for, but not limited to:

8.3.1 Providing students with information about support services.

8.3.2 Providing referrals to external services.

8.3.3 Referring students to the Academic Manager/ Trainer Co-ordinator.

8.3.4 Maintaining confidential records of support interactions and referrals.

8.3.5 Escalating serious wellbeing concerns or risks to senior management.

8.4 Trainers and Assessors are responsible for, but not limited to:

8.4.1 Notifying the Academic Manager/ Trainer Co-ordinator of a student's support needs.

8.4.2 Identifying when a student may require academic or wellbeing support.

8.4.3 Referring students to the appropriate support in a timely manner.

8.4.4 Implementing reasonable adjustments as required.

8.5 The Compliance Team is responsible for, but not limited to:

8.5.1 Monitoring the effectiveness of student support strategies through audits and reviews.

8.5.2 Identifying gaps in support services and escalating issues to senior management.

8.5.3 Encouraging continuous improvement activities and ensuring progress is documented according to records management procedures.

Any complaints or breaches in relation to this document should be reported to the Chief Executive Officer in person or by email to: ceo@pioneercollege.edu.au

Document History:

Version No.	Issue date	Nature of Amendment	Approved By
1.0	1 Jul 2025	*As per implementation of the Revised 2025 Standards for RTOs, all related documentation is reset to version 1.0 to reflect alignment with the updated regulatory framework.* Creation of Document.	CEO
1.1	28 Aug 2025	Document edited and contextualised.	CEO
1.2	18 Dec 2025	Added definitions. Minor formatting changes. Elaborate on Responsibilities.	CEO
1.3	16 Jul 2026	Review made. Minor updates to cover page. Edits to orientation sub-section.	CEO
1.4	03 Sep 2026	Minor changes have been made.	CEO

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