



Student Wellbeing Support Policy and Procedures

POLICY CODE: QA2.6

Related Outcome Standard: 2.6

**NATIONAL CODE OF PRACTICE FOR PROVIDERS OF EDUCATION AND TRAINING TO OVERSEAS STUDENTS 2018 (Cth).
STANDARD 6**

Purpose

The purpose of this policy is to ensure that Cornell Institute of Training proactively identifies the wellbeing needs of its VET student cohort and implements appropriate strategies and support services to address those needs. This supports student engagement, safety, and success by promoting a healthy, inclusive, and responsive learning environment. It ensures that students are informed about wellbeing support options and are encouraged to access those services throughout their training journey.

Legislative Background

Outcome 2 – VET Student Support, Division 4 – Wellbeing, Standard 2., National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth).

National code of practice for providers of education and training to overseas students 2018 (cth). Standard 6

Scope

This policy applies to:

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

Policy Statement

Cornell Institute of Training recognises that student wellbeing is essential to successful participation and progression in training. The organisation is committed to identifying the wellbeing needs of each VET student cohort through analysis of training product content, student demographics, and learning modes, including any factors that may affect mental, physical, or emotional health.

Cornell Institute of Training also to fostering a supportive training environment that prioritises the wellbeing of all students by putting in place appropriate, accessible strategies to support the students' personal, emotional, and psychological wellbeing including internal and external referral pathways, resources for mental health, safety guidance, and student engagement initiatives.

This policy supports the creation of a safe, respectful, and inclusive learning environment, enabling all students to engage fully and successfully in their training.

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All students are informed of wellbeing supports during orientation, including internal services and external crisis contacts [PI 2.6(b)].

Trainers and Assessors and support staff are trained to identify distress signs and refer students for support [PI 2.6(d)].

Procedures

Identifying Wellbeing Needs of Student Cohorts

- **Review of Training Product Content**
 - Each training product is reviewed by the Compliance and Training Manager and Student Support Team to assess potential wellbeing risks or challenges (e.g. emotionally confronting content, physical demands, high-stress assessment components).
- **Cohort Analysis**
 - During course planning and induction, the following cohort characteristics are considered:
 - Age range, gender diversity, cultural background.
 - Mode of delivery (on-campus, blended, online).
 - Work placement or industry exposure.
 - Known life or study pressures (e.g. full-time employment, parenting, previous disengagement from education).
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- **Risk Identification Matrix**
 - The organisation maintains a Wellbeing Risk and Response Matrix for training products that identifies:
 - Common challenges experienced by students.
 - Recommended internal support responses.
 - Suggested referral or escalation pathways.

Critical Incident Management

Cornell Institute of Training is committed to the safety, welfare, and wellbeing of its students and staff. In line with Standard 6 of the National Code, 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.

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:

- Cornell Institute of 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 and overseas authorities (e.g., embassies) 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 Cornell Institute of Training website and covered during student orientation.
- Emergency drills will be conducted each term for all students.
- The Critical Incident Policy is reviewed regularly as part of Cornell Institute of Training continuous improvement processes.

Advising Students of Wellbeing Services and Strategies

- **Orientation and Student Handbook**

All students are informed of wellbeing supports during orientation, including:

- Internal support services (e.g. Student Support & Wellbeing Officers, Academic Counsellors)
- Contact details for crisis lines and mental health services (e.g. Lifeline, Beyond Blue)

- **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)

- **Encouraging Help-Seeking Behaviour**

Trainers and Assessors are encouraged to log early signs of disengagement or distress, such as poor attendance or abrupt changes in participation, to support proactive referrals.

Trainers and Assessors and support staff are trained to:

- Recognise early warning signs of distress
- Refer students to appropriate wellbeing support
- Foster an open-door culture for conversations

- **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

Notifying Authorities and Families

Informing the Police

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

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- 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.

Responsibilities

CEO: Leads strategic oversight and commitment to student wellbeing support and oversee the response strategy for any critical incident reported. Oversees wellbeing plans and external partnerships including services for care and support.

Compliance and Training Manager: Reviews training content and delivery for potential wellbeing impacts; Ensures alignment with legislative and regulatory inclusion requirements. Review wellbeing referral trends and logs systemic issues into the Continuous Improvement Register.

Trainers and Assessors: Monitor student engagement and refer students to Student Support team.

Student Support and Wellbeing Officer: Provide individualised wellbeing support and document student interactions and is responsible for enacting this policy and ensuring all students receive prompt and appropriate support during difficult or traumatic events.

All Staff: Contribute to a culture that supports student mental health and wellbeing.

Supporting Documents

- Orientation Presentation
- Student Handbook
- Staff Handbook
- Wellbeing Referral Register
- Staff Referral Protocols
- Critical Incident Action Plan
- Critical Incident Report

Related Policies

- QA2.1 Student Information Policy and Procedures
- QA 2.3 & 2.4 Training Support Needs and Reasonable Adjustment Policy and Procedures
- QA2.5 Diversity, Inclusion and Cultural Safety Policy and Procedures
- CR 2.9 – 2.11 AQF Certification Documentation and Records Policy and Procedures

Operational Procedure Table: Student Wellbeing Support

Action	Responsible Staff	Supporting Document	Timing/Frequency	Compliance Mapping (Standard 2.6)
Review training product for wellbeing risks	Compliance and Training Manager, Student Services	Training Product Review Log, Risk Matrix	During course planning	2.6(a) – Identifies wellbeing impacts of training content
Analyse student cohort demographics and challenges	Compliance and Training Manager, Student Support Officer	Cohort Profile Notes, Orientation Records	At induction and term review	2.6(a) – Considers student characteristics for tailored support
Maintain and apply Wellbeing Risk and Response Matrix	Student Support Officer	Risk Matrix	Ongoing	2.6(a), 2.6(e) – Applies consistent support planning
Promote wellbeing support during orientation	Trainers and Assessors, Student Support Officer	Orientation Presentation, Student Handbook	At course commencement	2.6(b) – Students are informed about available support
Promote wellbeing strategies throughout course	Marketing Officer, Student Support Officer	Posters, LMS Announcements, Events	Each term	2.6(b), 2.6(c) – Builds awareness and normalises help-seeking
Refer students to external services when needed	Student Support Officer	Referral Register, Protocols	As required	2.6(c) – Provides access to specialist wellbeing services
Train staff to recognise and refer wellbeing concerns	Compliance and Training Manager	Staff PD Calendar, Referral Protocols	At induction and annually	2.6(d) – Staff can identify and escalate wellbeing concerns
Document and monitor support referrals	Student Support Officer	Wellbeing Referral Register	Ongoing	2.6(e) – Records inform continuous improvement and follow-up



Document Control

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