



GIPPSLAND

INSTITUTE OF TECHNOLOGY

REGISTERED TRAINING ORGANISATION No. 45698

POLICY & PROCEDURE

Client Support

Academic, welfare, language, literacy, numeracy and digital literacy support



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Client Support Policy & Procedure

1. Policy

- 1.1** Gippsland Institute of Technology is committed to the principle of maximising the outcomes and achievements of clients.
- 1.2** Gippsland Institute of Technology will consistently implement inclusive and safe learning environments.
- 1.3** Gippsland Institute of Technology identifies the wellbeing needs of each cohort for each course and provides appropriate wellbeing support services to address the identified needs.
- 1.4** Gippsland Institute of Technology staff foster relationships with clients based on mutual trust and respect. Access and equity is provided to all learners and diversity welcomed.
- 1.5** Client support services and resources are implemented to support and skill clients to satisfactorily address the requirements of the course in which they are enrolled within the scheduled timeframe.
- 1.6** Client support services and resources are provided to identify and where feasible support academic, language, literacy and numeracy, digital literacy, physical and personal/ welfare support needs.
- 1.7** Gippsland Institute of Technology provides reasonable support services where feasible and appropriate.
- 1.8** Gippsland Institute of Technology provides clients with information to inform them of the available support services pre and post enrolment.
- 1.9** Gippsland Institute of Technology encourages learners with special needs to undertake its training courses.
- 1.10** Gippsland Institute of Technology encourages prospective and enrolled clients to disclose a disability and/ or specific learner needs or pre and post enrolment.
- 1.11** Gippsland Institute of Technology provides reasonable adjustments to training and/ or assessment processes to support a client's disability and/ or specific learner needs where feasible.
- 1.12** Reasonable adjustment refers to measures or actions taken to making appropriate amendments to training and/ or assessment processes whilst maintaining the integrity of the training and assessment outcome.
- 1.13** Clients are required to attend scheduled training sessions. However, where special circumstances make this impossible, the client is required to notify Gippsland Institute of Technology via email or telephone. Where applicable, a medical certificate may be requested to verify the reason for non-attendance.
- 1.14** If a client misses a scheduled class/ workshop, it is his or her responsibility to:
 - inform Gippsland Institute of Technology of the absence in advance if known
 - contact their trainer and obtain any materials/ work from the session missed
 - follow-up on work missed as a result of being absent
 - obtain assessment information presented in sessions in his/her absence
 - inform his/her employer (if employed) of the absence
- 1.15** This policy and procedure applies to all clients enrolled in the Gippsland Institute of Technology courses and all staff employed or contracted as trainers/ assessors or Client support officer.
- 1.16** The Training Manager is responsible for implementing this policy and reviewing its effectiveness.

- 1.17** This policy will be implemented in compliance with the requirements of the Outcome Standards for NVR Registered Training Organisations 2025 Standards 2.1 to 2.6, Compliance Standards for NVR Registered Training Organisations 2025 Standard 7, and Disability Standards for Education 2005 part 3.

Procedure

2. Client support services information

- 2.1** Client support services information and contacts are provided to all clients via the Client information handbook.
- 2.2** Clients are sent an Enrolment form and Pre-Training review document. The enrolment process is also outlined in the Client information handbook.
- 2.3** Clients are encouraged to seek assistance with any part of this process and to contact Gippsland Institute of Technology with questions.
- 2.4** Clients are provided support services information and contacts at orientation.
- 2.5** Clients are encouraged to contact their trainer or other staff at any time during their course if they have any questions, issues or are experiencing difficulties impacting their studies.
- 2.6** Clients are also provided access to their trainers outside of class time if they require support or assistance. Each class is provided with their trainer(s) email addresses. Clients can also arrange times to meet their trainer to access study support.
- 2.7** Clients who are experiencing personal/welfare issues that are affecting their studies can contact the Training Manager at any time during their studies at Gippsland Institute of Technology.

3. Clients with specific learning needs

- 3.1** Gippsland Institute of Technology provides access and equity to candidates with specific learning needs.
- 3.2** Gippsland Institute of Technology provides an opportunity to applicants to communicate their disability and/ or learning support needs (academic/ training, physical, mental, and emotional wellbeing) during the enrolment process and once enrolled.
- 3.3** Gippsland Institute of Technology assesses client learning needs during enrolment. The Enrolment form, Pre Training review and supporting documentation are used for this purpose.
- 3.4** Prospective clients may meet with a member of staff to discuss their disability and/ or learning needs during enrolment
- 3.5** Enrolled clients may meet with a member of staff to discuss their disability and/ or learning and post enrolment with the Client support officer or their trainer/ assessor post enrolment.
- 3.6** The processes outlined in clauses 3.2-3.5 are used to identify learner disabilities and/ or support needs and deciding if the course applied for is suitable for addressing the learner's needs.
- 3.7** If specific learner needs are identified during the enrolment process, an assessment of whether Gippsland Institute of Technology can internally support these needs is made and if appropriate learning support mechanisms implemented. Further investigation may be required at this stage. Feedback from industry specialists on how to address specific learning needs will be undertaken and considered in coming to a decision.

- 3.8** If Gippsland Institute of Technology cannot internally support the specific learner needs identified during the enrolment process then the client may be referred to an external organisation for support. If the external organisation can support the client to complete their course successfully, then arrangements are negotiated, documented, and implemented.
- 3.9** The nature of some learning needs may require the client to access external support services, and then on satisfactorily addressing their learner needs, re-apply for the course. e.g. where specific language, literacy and numeracy issues are identified during the enrolment process or the client does not satisfy the entry requirements due to their learner needs. e.g. low English proficiency levels.
- 3.10** Learner support arrangements are negotiated, documented, implemented, and reviewed to ascertain the effectiveness of the arrangements in supporting the client's needs. Remedial action will be negotiated and implemented where appropriate.
- 3.11** As special needs extend to more than physical or learning difficulties, our trainers also consider the best approach when dealing with learners with needs such as low literacy, numeracy, digital literacy, lack of confidence or from non-English speaking background.
- 3.12** Gippsland Institute of Technology trainers consider special needs from the planning stage onwards and adopt particular delivery and assessment methods as appropriate. Depending on any specification given in the standards, the trainer may be able to accept alternative evidence from a candidate with special needs.
- 3.13** Course delivery methodologies, equipment, materials, and resources may be amended, or new ones sourced to cater to individuals' specific learner needs.
- 3.14** Gippsland Institute of Technology interacts with the VET & vocational industries to keep abreast of current industry practice. Gippsland Institute of Technology has forums and mechanisms to process information received and implements actions to maintain currency of practice. This extends to identifying current industry practices, resources, equipment, and materials to support clients with specific learning needs appropriately.
- 3.15** Gippsland Institute of Technology staff contact other RTO's or our RTO consultant or external support services, industry specialists in supporting clients with specific learning needs for assistance and guidance, as required.
- 3.16** In making arrangements for clients with special learning needs all meeting minutes, support arrangements, advice and amended delivery/ assessment material is stored in the client file.
- 3.17** The client is kept informed of the process at all times by the Training Manager.
- 3.18** Reasonable adjustments to training and assessment services to support a client's learning needs are implemented within a reasonable timeframe.
- 3.19** Reasonable adjustments to training and assessment services to support a client's learning needs are made in accordance with the requirements of Disability Standards for Education 2005 part 3.

4. Monitoring client learning, achievement and course progress

- 4.1** Trainers/ assessors discuss learning, achievement and course progress on an individual basis.
- 4.2** Trainers/ assessors provide written feedback to clients about their assessment tasks within two weeks of submission of tasks
- 4.3** Gippsland Institute of Technology staff monitor clients learning and support needs in the following ways:
- by providing clients opportunities to identify support needs during discussions

- by judging client responses to questions asked
- by the frequency, type and nature of questions asked
- assessing client ability to complete tasks to the required standard
- assessing client ability to complete tasks within appropriate timeframes
- by engaging clients in discussions
- asking clients if they require support with any aspect of their training or assessment
- by reviewing the outcome of formative assessment performance
- by monitoring attendance
- by monitoring participation in class
- by monitoring summative assessment performance

4.4 If trainers identify that a client requires support, they discuss the issues with them and offer support and/or advice, including referral to external services where appropriate.

4.5 Trainers/ assessors are responsible for communication with clients and ensuring all records of support needs identified, attendance and assessment submissions are maintained.

5. Monitoring attendance

5.1 Training staff record client attendance at each session.

5.2 It is a requirement for clients to attend all scheduled classes at the times indicated.

5.3 Gippsland Institute of Technology monitors clients' attendance and provides appropriate support to ensure successful completion within the scheduled period.

5.4 If a client is absent for five consecutive days of a full qualification, or has a pattern of non-attendance that places them at risk of not completing their course within the agreed timeframe, the trainer will contact them to identify the underlying issues and offer support services where required.

6. Academic support

6.1 If a client is experiencing academic issues staff will attempt to support the client where feasible by:

- providing access to client training and assessment staff
- reviewing learner materials with the client
- re-phrasing explanations of course concepts
- providing information in a context that the client understands
- providing extra time to complete learning and assessment tasks
- providing access to supplementary reference materials
- providing supplementary exercises to develop an understanding
- providing access to calculators
- providing information in larger text
- arranging access to modified resources
- adjusting the client's course schedule
- providing opportunities to re-attempt assessments
- providing opportunities to undertake additional units to catch up

- providing guidance with organisation/time management skills
- negotiating a plan with the client to enable completion of tasks
- extending the duration of their course to allow more time to complete assessments

6.2 If the client has learning/ academic issues that staff cannot address then the client may be referred to external organisations for assistance where feasible.

6.3 If a client requires academic support beyond what the Gippsland Institute of Technology can supply, it will help clients access support with an external support person/ organisation.

7. Personal/ welfare support

7.1 Prospective and enrolled clients are provided opportunities to inform Gippsland Institute of Technology of a personal/ welfare support need pre and post enrolment.

7.2 Personal/ welfare support needs may include (but limited too):

- Anxiety of joining a new class or engaging in vocational education and training
- Previous experiences during school or other VET courses previously undertaken
- Issues with other clients or trainers
- Family issues that may impact ability to complete learning tasks in own time
- Practical domestic issues that may impact ability to attend classes on time or complete assessment tasks as per course schedule
- Time or task management issues that cause learner stress
- Issues with the learning and/ or assessment process a client may be experiencing
- Mental health issues that require support from a counsellor/ health professional
- Physical health conditions that require support from medical professional

7.3 Gippsland Institute of Technology trainers/ assessors and/ or Client support officer can implement a variety of techniques and support mechanisms to help clients address personal/ welfare issues and successfully complete their course. Examples of this may be:

- Developing mutual trusting and respectful relationships with clients
- Supporting the client understand and effectively complete learning and assessment processes
- Providing encouragement and constructive feedback
- Consistently implementing an inclusive and safe learning environment that fosters participation, learning and achievement
- Addressing any issues before they escalate
- Providing clients opportunities to discuss their wellbeing and learning support needs
- Providing advice on how to address time and task management issues
- Allowing client to arrive late if e.g. dropping children off at school
- Amending assessment submission deadlines to account for impact of issue raised by clients
- Mediate issues between learners to their satisfaction
- Mediate issues between learners and Gippsland Institute of Technology

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- 7.4** If a client has personal/ welfare issues that do not require external support services, Gippsland Institute of Technology may adjust the training program to facilitate learning and achievement, e.g. amending course duration, starting earlier/ later or finishing early to accommodate domestic arrangements.
- 7.5** If the client is experiencing personal/ welfare issues that require support beyond the capabilities of Gippsland Institute of Technology staff, (e.g. counselling for depression), Gippsland Institute of Technology will provide details to the client for them to access a relevant external support service. Support on accessing the relevant service can also be provided by Gippsland Institute of Technology staff.

8. Language, literacy and numeracy (LLN) and digital literacy support

- 8.1** If a client is experiencing Language, literacy and numeracy (LLN) or digital literacy issues, staff will attempt to support the client where feasible by:
- providing access to client support and training and assessment staff
 - reviewing learner materials and/ or information technology hardware/ software functions with the client
 - re-phrasing explanations of course concepts
 - providing information in a context that the client understands
 - providing extra time to complete learning and assessment tasks
 - providing access to dictionaries and information technology hardware/ software and support functions
 - encouraging verbal and written communication in class
 - reviewing and providing constructive feedback on verbal and written work
 - providing access to texts and online reference sources to support development of the clients LLN and digital literacy skills
 - supporting the client access and navigate information technology hardware and software functions
 - arranging access to modified resources
 - providing opportunities to re-attempt assessments
 - adjusting the client's course schedule
 - help client access external LLN and digital literacy support services if their support needs are beyond the level that can be provided by Gippsland Institute of Technology

8. Special Consideration

- 8.1** Clients experiencing difficulty attending or completing work requirements because of circumstances beyond their control will be given special consideration and support to assist them in achieving the intended outcomes of the course or program they are undertaking.
- 8.2** Circumstances beyond a client's control may include (but not exclusively) the following: transport issues, family commitments, medical considerations, and funerals.
- 8.3** Special consideration may lead to adjustments to timeframes for submission of assessment tasks or amending the scheduled course duration.

9. Feedback, complaints and appeals

- 9.1** Queries from clients are responded to within 5 working days of receipt.
- 9.2** Prospective and enrolled clients are informed of the availability of the Gippsland Institute of Technology Complaints and appeals policy and procedure.
- 9.3** Prospective and enrolled clients are encouraged to provide feedback on any area of Gippsland Institute of Technology operations or practice.
- 9.4** Information on how prospective or enrolled clients may provide feedback or access the Gippsland Institute of Technology Complaints and appeals policy and procedure is provided in the Client information handbook.
- 9.5** Enrolled clients are also informed how to provide feedback or access the Gippsland Institute of Technology Complaints and appeals policy and procedure during orientation.

Documents to be employed when implementing this policy and procedure:

- Enrolment form
- Pre Training Review form
- Client information handbook
- Orientation documentation
- Training and assessment materials
- Training and assessment strategies
- Staff induction documentation
- Marketing materials
- Meeting agendas & minutes
- External support services
- Training and assessment policy & procedure
- Enrolment policy & procedure
- Access & equity policy and procedure

Revision history

Creation/ Revision Date	Comment	Created/ Revised by
28/04/25	Policy and procedure created	CEO
4/8/25	Policy and procedure updated	CEO