

Purpose

This policy and procedure document outlines our commitment to identifying and supporting the wellbeing needs of our students. We aim to provide an inclusive, safe, and supportive environment that enables all students to engage fully in their training and achieve positive outcomes.

Definitions

ASQA means Australian Skills Quality Authority which is the national VET regulator and the RTO's registering body

AVETMISS means Australian Vocational Education and Training Management Information Statistical Standard

CRICOS Commonwealth Register of Institutions and Courses for Overseas Students.

CRICOS Student A student studying in Australia and holding an Australian student visa

PRISMS means Provider Registration and International Students Management System

SMS means an AVETMISS-compliant Student Management System

Standards means the Standards for Registered Training Organisations (RTOs) 2025 from the VET Quality Framework

Student Identifier means a unique number assigned to an individual by the Registrar, in accordance with the Student Identifiers Act 2014

VET Vocational Education & Training

USI means Unique Student Identifier, and has the same meaning as 'Student Identifier'

Policy

Purpose

This policy outlines our commitment to identifying and supporting the wellbeing needs of our students. We aim to provide an inclusive, safe, and supportive environment that enables all students to engage fully in their training and achieve positive outcomes.

Overview

IBMA seeks to provide quality student learning experience, appropriate to the age, stage, background and circumstances of a diverse student population, regardless of their place or mode of study. IBMA offers extensive support services to all students and additional support services to CRICOS students in acknowledgement of the challenges faced when studying abroad.

Scope

This policy applies to:

- All students enrolled in our training products (domestic and international)
- All staff, trainers, assessors, contractors, and third-party providers

Policy Statement

We value and support the wellbeing of every student. Our organisation:

- Identifies the wellbeing needs of each student cohort by referring to the training product content and the characteristics of our student groups.
- Provides clear information to students about available wellbeing support services and other organisations they can contact.
- Maintains student privacy at all times and seeks consent before taking any wellbeing-related action.
- Monitors student wellbeing throughout the entire training and assessment journey—not just at enrolment.
- Ensures our staff and third parties understand and apply this policy in practice.
- Continuously improves our wellbeing strategies through student feedback and research.

Procedure

Identifying Student Wellbeing Needs

- At enrolment, students complete a wellbeing and support questionnaire (including questions about study skills, mental health, financial wellbeing, and cultural needs).
- Trainers and assessors observe and engage with students throughout the course to identify emerging wellbeing needs.
- Staff document identified needs and refer students to suitable support services.
- IBMA conducts wellbeing surveys at the end of every term to communicate with students periodically and identify any wellbeing needs and follow up with the appropriate course of action.

Supporting Student Wellbeing

- We provide students with information on:
 - Study skills support (e.g. time management, coping with assessment anxiety)
 - Financial wellbeing services
 - Counselling and mental health resources
 - Culturally specific and demographic-specific support in the local community
 - Services for students experiencing abuse, harassment, or violence
- We share this information during orientation, on the IBMA website, and in course guides.
- We regularly remind students of these supports during their learning journey.

Staff Responsibilities

- All staff receive training on this policy and on referring students to wellbeing services.
- Trainers and assessors must report wellbeing concerns through the IBMA’s student support system (with the student’s consent).
- Staff protect student privacy and act only with student permission unless immediate safety is at risk.

Third-Party Environments

- We assess work placement and third-party training environments to ensure they protect student wellbeing.
- We monitor placement arrangements and address any risks identified.

Continuous Improvement

- We seek student feedback on wellbeing support during and after training.
- We review wellbeing strategies annually, using feedback and current best practice frameworks to guide improvements.

Responsibilities

Role	Responsibility
CEO	Approve and oversee implementation of this policy
Compliance Officer	Ensure policy compliance and continuous improvement
Trainers/Assessors	Apply wellbeing strategies and refer students to support services
Student Support Staff	Coordinate support services and respond to wellbeing concerns
Third-Party Providers	Comply with this policy in delivering services

Related Documents

- Student Orientation Guide
- Student Wellbeing Questionnaire
- Staff Training Records
- Third-Party Risk Assessment Template
- Continuous Improvement Register

Review

We review this policy every 12 months or sooner if legislation or standards change.

Document Control

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