

NFI Student Support Policy

Purpose

The purpose of this policy is to ensure that all students at the National Food Institute (NFI) have access to equitable, timely, and effective support to complete their training and assessment. This policy outlines how NFI identifies individual learner needs, provides tailored support services, and ensures compliance with the *Standards for RTOs 2025* and relevant state funding contract requirements. The policy also reinforces NFI's commitment to inclusive education, learner wellbeing, and high-quality training outcomes.

Policy Statement

At NFI, we are committed to creating an inclusive, responsive, and empowering learning environment. We recognise that learners have different needs, circumstances, and goals. Our support services are designed to remove barriers to participation, build learner confidence, and ensure every student has the opportunity to thrive.

This policy is guided by the principles of:

- The *Standards for RTOs 2025*
- The *Disability Standards for Education 2005*
- The *Skills First, Smart and Skilled, and Skills TAS funding contracts*
- Our core values of **Can Do**, **Engage**, and **Excellence**

Scope

This policy applies to all students enrolled in nationally recognised training with NFI, including SBATs, workplace-based, online, and distance learners across all states.

Our Commitment

We provide support that is:

- **Proactive** – identified early and addressed collaboratively
- **Inclusive** – respecting diversity, culture, age, ability, gender, and background
- **Flexible** – responsive to individual learner needs and delivery contexts
- **Confidential** – managed respectfully, privately, and in the learner's best interest

Types of Support Offered

Academic and LLN Support

- LLN assessments and individualised support
- Assessment adjustments (e.g., extra time, verbal assessments)

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- One-on-one trainer support and flexible delivery modes

Wellbeing and Personal Support

- Regular check-ins for students showing signs of disengagement or stress
- Support for learners from culturally and linguistically diverse backgrounds
- Assistance for Aboriginal and Torres Strait Islander learners
- Referrals to specialist counselling, mental health, housing, and financial

Disability Support

- Reasonable adjustments in training and assessment
- Access to adaptive equipment or software
- Consultation with learners to co-design individual support plans

Digital and Technical Support

- Assistance with LMS (aXcelerate) navigation
- Troubleshooting access to digital resources
- Access to loan devices (where available)

Identifying Support Needs

Support needs are identified:

- During enrolment (via LLN and Pre-Training Review)
- Through regular trainer engagement and assessment monitoring
- By learner self-referral or request
- From employer/School representative or family feedback (where appropriate and permitted)

Accessing Support

Students may request support at any time by:

- Speaking to their trainer or Program Manager
- Emailing: studentadmin@nfiaus.edu.au
- Completing the *help request* via the LMS

All requests are treated confidentially and acted upon promptly.

Referral to External Services

Where required, students are referred to trusted external services for expert assistance. These include:

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- **Mental Health:** Lifeline, Beyond Blue, Headspace, 13YARN
- **Disability Support:** Disability Gateway, JobAccess, NDIS
- **Legal Support:** Legal Aid (VIC, NSW, TAS), Youth Law Australia, Fair Work Ombudsman
- **Financial & Housing:** Ask Izzy, Centrelink
- **Medical Services:** Nurse on Call, HealthDirect, Emergency 000

A complete list is maintained on the NFI LMS and updated annually

Staff Roles and Responsibilities

- **Trainers and Assessors:** Identify and respond to student needs, maintain communication, and make internal referrals
- **Program Managers:** Coordinate support services and ensure follow-up
- **All staff:** Maintain a culture of inclusion and support

Monitoring and Continuous Improvement

We evaluate the effectiveness of our student support through:

- Learner feedback and survey data
- Review of progression and completion rates
- Staff and stakeholder consultation
- Regular review at management meetings

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