

# Student Support and Wellbeing Policy and Procedure

## 1. Purpose

This Policy and Procedure outlines how ALG identifies, informs, supports and monitors students to ensure they can participate effectively in training and assessment and progress towards successful completion of their course.

This Policy supports:

- Outcome Standards 2025
  - Outcome 2.3 (Training Support)
  - Outcome Standard 2.4 (Reasonable Adjustment)
  - Outcome Standard 2.5 (Diversity and Inclusion)
  - Outcome Standard 2.6 (Wellbeing)
- National Code 2018
  - Standard 6 (Overseas Student Support Services)
  - Standard 8 (Course Progress – Identify, Notify, Assist)

## 2. Scope

This Policy applies to:

- all prospective and enrolled students
- overseas students studying under the ESOS framework
- domestic students
- all staff involved in student support, training, assessment and administration.

## 3. Responsibilities

### Student Services Manager

- ensures implementation and monitoring of student support systems
- ensures sufficient support resources and staff are available

### Student Experience Team

- coordinate support services
- respond to student enquiries
- maintain records of support provided

### Trainers and Assessors

- identify students at risk
- provide academic support
- refer students for additional support

## 4. Definitions

**Student support** – academic, learning, administrative and wellbeing assistance provided to support student participation and progression.

**At-risk student** – a student identified as being at risk of not meeting course progress, attendance or assessment requirements.

**LLND** – language, literacy, numeracy and digital skills.

**Reasonable adjustment** – modifications to training and assessment to support access and participation without compromising competency requirements.

## 5. Intended System Outcomes

Implementation of this Policy ensures that:

- students are informed about available support services before and during enrolment
- support needs, including LLND support needs, are identified prior to enrolment and monitored throughout the student lifecycle
- students at risk are identified, notified and supported
- support strategies are implemented and monitored
- students can access support services at no additional cost
- student wellbeing and inclusion are actively supported.

## 6. Policy

ALG is committed to providing structured, accessible and responsive student support to ensure all students can participate effectively in training and assessment and progress towards successful course completion.

Student support at ALG operates as an integrated system linking academic support, wellbeing services, safety frameworks and course progress monitoring.

Student support is delivered through a systematic approach that includes identifying individual support needs, providing appropriate academic, learning and wellbeing assistance, and monitoring student engagement and outcomes. This approach ensures students are informed, supported and able to access trainers, assessors and support services throughout their studies, in alignment with regulatory requirements and the needs of the student cohort.

### 6.1 Access to Training Support Services

ALG ensures all students have access to appropriate training support services throughout their enrolment. Support needs, including LLND support needs, are identified prior to enrolment through the admissions and Skills and Competencies Review process and are monitored throughout the student's enrolment.

Support needs may be identified or reviewed based on:

- pre-enrolment information
- LLND assessment outcomes
- student characteristics, learning needs and goals

- course requirements and delivery mode
- ongoing monitoring of student engagement, participation and progress.

Support services include:

- academic and study support
- LLND and digital literacy support
- access to trainers and assessors
- additional learning resources
- wellbeing support and referrals to external services.

Support services are made available to all students and adjusted as required over the duration of the course.

All reasonable support services, including information, referrals and access to support pathways, are provided at no additional cost to the student.

Refer to the **Admissions Policy and Procedure** for pre-enrolment LLND assessment and Skills and Competencies Review requirements.

## 6.2 LLND Support Process

ALG implements a structured process for the identification, implementation and monitoring of Language, Literacy, Numeracy and Digital (LLND) support needs throughout the student lifecycle.

LLND support needs are identified through:

- pre-enrolment LLND assessment results
- English language proficiency evidence
- enrolment information and student declarations
- trainer and assessor observations
- classroom participation and engagement
- assessment performance and submission quality
- learning management system engagement
- requests for assistance from the student.

Where LLND support needs are identified, ALG will:

- determine the level and type of support required
- discuss support options with the student
- implement appropriate support strategies
- document support actions in the student file
- monitor the student's engagement, participation and progress
- review the effectiveness of support provided.

LLND support strategies may include:

- referral to LLND workshops
- additional academic support sessions
- access to learning and study resources
- digital literacy assistance
- one-on-one learning support
- referral to external support services where appropriate
- reasonable adjustment where applicable.

Students identified as requiring ongoing or higher-level LLND support may be placed on a documented Student Support Plan outlining:

- identified LLND support needs
- agreed support strategies
- support responsibilities
- review dates and monitoring arrangements
- expected outcomes.

ALG monitors the effectiveness of LLND support through ongoing review of:

- assessment outcomes
- participation and engagement
- attendance patterns (where applicable)
- trainer feedback
- student responsiveness to support strategies
- progression outcomes.

Trainers and assessors are responsible for monitoring the academic participation and progression of students identified as requiring LLND support. Where appropriate, trainers and assessors may confirm that:

- the student has demonstrated improvement and no longer requires additional LLND support
- ongoing LLND support and monitoring remain necessary.

Where support strategies are not effective, ALG may:

- adjust the support strategy
- implement additional interventions
- escalate the matter for further review to the Academic Team
- refer the student to additional internal or external support services.

### **6.3 Access to Trainers, Assessors and Support Staff**

Students have access to trainers and assessors and relevant staff responsible for supporting their learning. Students are informed about:

- who their trainers and assessors are
- how to contact them
- when they are available.

This information is provided through:

- new-student Orientation
- the Student Handbook
- learning management system (LMS), RTO Manager (RTOM)
- learning management system (LMS), Canvas
- timetables and direct communication.

### **6.4 Student Contact Officer(s)**

The Student Experience Team is the primary point of contact for support enquiries.

Team members maintain up-to-date knowledge of support services and act as the primary point of contact for student support enquiries.

## 6.5 Zendesk Student Services Platform

ALG uses the Zendesk platform to record and progress student enquiries. Enquiries may be submitted via

- the email address [support@alg.edu.au](mailto:support@alg.edu.au) email address
- ALG's website <https://ash.alg.edu.au/hc/en-us/requests/new>

Enquiries generate a ticket to assist with completion tracking. Tickets can be assigned as:

- Open
- Pending
- On hold
- closed

Student enquired are filtered by category including:

- Student support
- Assessments
- Work placement
- Campus information
- Payments and finance
- Policies and procedures
- Portals

Enquires are received by a member of the Student Experience Team who refer the enquiry to the relevant team. Enquiry follow is normally recording in writing while all written communication is captured in the Zendesk platform.

## 6.6 1300 Phone Enquiries Line

ALG maintains a national 1300 telephone service to provide students with direct access to support and administrative assistance.

The telephone system operates as part of ALG's integrated student enquiry management process and is used to:

- provide students with access to support staff during business hours
- respond to general administrative and student support enquiries
- direct students to the appropriate department or staff member
- record and manage enquiries where follow-up action is required
- support timely identification and escalation of urgent student matters.

Where enquiries cannot be resolved during the initial call, details may be recorded through ALG's enquiry management system and referred to the relevant team for follow-up.

Students are informed of telephone contact details through:

- orientation
- Student Handbook
- LMS
- ALG website
- direct communication channels

## 6.7 Student Support Service Standards

ALG establishes service standards to support timely and consistent responses to student enquiries and support requests.

| Enquiry Type                                   | Initial Response Target  | Resolution Target                                   |
|------------------------------------------------|--------------------------|-----------------------------------------------------|
| General email or online enquiry                | Within 1 business day    | Within 2 business days                              |
| Telephone enquiries                            | Immediate where possible | Voicemail response within 1 business day            |
| Document requests                              | Within 1 business day    | Within 5 business days                              |
| Deferral, suspension or cancellation enquiries | Within 1 business day    | Within 10 business days                             |
| Complaints and appeals enquiries               | Within 3 business days   | In accordance with Complaints and Appeals processes |
| Urgent wellbeing or safety matters             | As soon as practicable   | Immediate escalation where required                 |

Where resolution cannot occur within the expected timeframe, ALG will advise the student of the delay and provide an estimated timeframe for completion.

Service standards are monitored as part of continuous improvement activities to evaluate support performance and identify resource requirements.

## 6.8 Reasonable Adjustment

ALG supports students with disability or identified learning needs through reasonable adjustment.

Students are encouraged to disclose support needs at enrolment or during their course.

Where a need is identified:

- appropriate adjustments are assessed and implemented;
- adjustments are agreed with the student; and
- adjustments do not compromise training product requirements or assessment integrity.

Where reasonable adjustment is not possible, ALG will:

- inform the student of the reasons; and
- discuss alternative options where appropriate.

## 6.9 Diversity and Inclusion

ALG provides a safe, inclusive and respectful learning environment.

ALG:

- promotes equal opportunity and access
- supports students from diverse backgrounds
- ensures learning environments are free from discrimination, harassment and bullying
- promotes culturally safe practices, including for First Nations students.

## **6.10 Wellbeing Support**

ALG identifies the wellbeing needs of its student cohort and implements strategies to support these needs. Wellbeing support includes:

- information about support services;
- access to internal support staff;
- referral to external services where required.

ALG maintains up-to-date referral pathways to external services, including:

- mental health services
- crisis and emergency support
- legal and financial assistance
- community support services.

Students are actively supported to access these services where required.

Students are informed of wellbeing support through:

- orientation;
- student handbook;
- LMS; and
- direct communication.

ALG provides access to professional counselling services through an external provider. Students can access confidential counselling support for personal, academic or wellbeing concerns. Counselling services support students with:

- stress, anxiety and mental health concerns
- study-life balance
- personal and relationship issues
- adjustment to living and studying in Australia.

Access details are provided in the Student Handbook and during orientation.

## **6.11 External Wellbeing and Safety Support (Sonder)**

ALG provides students with access to external wellbeing and safety support services through Sonder. Sonder provides 24/7 access to immediate support via phone and in-app chat, as well as a range of proactive safety and wellbeing services.

Through Sonder, students have access to:

- real-time safety monitoring and check-in functions;
- immediate support via call or chat;
- mental health and wellbeing resources;
- personalised wellbeing support using a stepped care model; and
- location-based safety alerts and notifications.

Students are informed of how to access Sonder services during orientation and via ongoing communication channels.

### **6.12 Orientation and Student Information**

ALG provides an orientation program to support students in adjusting to study and life in Australia. Orientation includes information on:

- available support services;
- study and English language support;
- emergency and health services;
- facilities and resources;
- complaints and appeals processes;
- course progress and attendance requirements;
- employment rights and conditions.

### **6.13 Identification and Support of At-Risk Students**

ALG implements a structured process to identify, notify and assist students at risk of not meeting course requirements. Students may be identified as at risk based on:

- assessment outcomes
- participation in training activities
- attendance patterns (where applicable)
- LLND indicators
- trainer or staff observations.

Where a student is identified as at risk:

- the student is notified
- appropriate support strategies are implemented
- progress is monitored.

Where LLND concerns are identified as contributing to academic risk, ALG will implement targeted LLND support strategies and monitor the effectiveness of those strategies through ongoing review of student engagement, assessment outcomes and responsiveness to support.

For students requiring additional or ongoing support, ALG may implement a documented Student Support Plan outlining:

- identified support needs
- agreed support strategies
- responsibilities of the student and staff
- review timeframes.

Refer to Course Progress and Attendance Policy and Procedure

### **6.14 Learning Support and Mode of Study**

ALG ensures learning support is available across all delivery modes, including face-to-face, blended and online learning.

For students studying online or at a distance, ALG:

- maintains regular contact
- provides access to learning support services

- monitors engagement and participation.

Refer to Course Progress and Attendance Policy and Procedure

### **6.15 Student Safety and Critical Incidents**

ALG provides a safe learning environment and supports student wellbeing.

Students are provided with:

- information on personal safety
- how to seek assistance and report incidents
- access to support services.

Where a critical incident occurs, ALG will:

- activate its Critical Incident Policy and Procedure;
- provide immediate internal support; and
- refer affected students to Sonder for additional wellbeing and trauma-informed support.

Critical incidents may include events that cause physical or psychological harm, including serious injury, death, or traumatic events affecting students.

ALG staff may notify Sonder via the designated reporting process to initiate external support services.

Refer to Critical Incident Policy and Procedure

### **6.16 Monitoring and Continuous Improvement of Support Services**

ALG monitors the effectiveness of student support services through:

- Formal student feedback surveys
- engagement and progression data
- performance against student support service standards and enquiry response data
- staff feedback
- internal audits.

Outcomes are recorded and used to inform continuous improvement activities.

Where service standards are not consistently achieved, ALG may undertake root cause analysis and implement corrective actions through the Continuous Improvement process.

## 7. Procedures

| Step                                        | Key Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Responsibility                                         | Supporting Documents                                                |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------|
| 1. Identify Support Needs (Pre-Enrolment)   | <ul style="list-style-type: none"> <li>Conduct Skills and Competencies Review process prior to enrolment</li> <li>Conduct LLND assessment and review English language proficiency evidence</li> <li>Identify learning support needs, reasonable adjustment requirements and LLND risk indicators</li> <li>Assess outcomes against ACSF and DLSF benchmark requirements</li> <li>Determine whether the training product is suitable for the prospective student</li> <li>Notify prospective student if support need(s) identified and include Learning Support Officer in communication</li> </ul> | <p>Admissions Team</p> <p>Learning Support Officer</p> | <p>LLND Tool, Enrolment Form</p> <p>LLND Support email template</p> |
| 2. LLND Support (as condition of enrolment) | <ul style="list-style-type: none"> <li>Where ongoing LLND support is identified through the pre-enrolment LLND assessment, contact the student to discuss: <ul style="list-style-type: none"> <li>Ongoing obligation to access LLND support services</li> <li>identified support needs</li> <li>the available support services</li> <li>arrangements to schedule initial LLND support session</li> </ul> </li> <li>During the initial support session: <ul style="list-style-type: none"> <li>explain the purpose and expectations of the LLND support program</li> </ul> </li> </ul>             | Learning Support Officer                               |                                                                     |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                          |                                                             |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"> <li>○ discuss the student's identified LLND support needs and any barriers to learning</li> <li>○ develop an agreed LLND support schedule, including the frequency and mode of support sessions</li> <li>○ explain the student's responsibilities, including attendance and active participation</li> <li>○ seek the student's commitment to engaging with the agreed support arrangements</li> <li>○ document the agreed support plan and retain it on the student's file.</li> </ul> |                                                          |                                                             |
| 3. Identify Support Needs (Ongoing) | <ul style="list-style-type: none"> <li>• Monitor engagement, attendance, assessment progress and behavioural indicators; identify emerging risks</li> </ul>                                                                                                                                                                                                                                                                                                                                                               | Trainer                                                  | CANVAS LMS, RTOM, Attendance Rolls                          |
| 4. Determine Support Strategy       | <ul style="list-style-type: none"> <li>• Assess level and type of support required (academic, LLND, wellbeing, referral)</li> <li>• Determine whether support is short-term, ongoing or intensive</li> <li>• identify specific LLND skill gaps where applicable</li> <li>• Determine appropriate LLND support strategies, workshops or referrals</li> <li>• Document support determination, rationale and agreed actions in the student file</li> <li>• Refer to Learning Support Team as required</li> </ul>             | Admissions Team<br><br>Library and Learning Support Team | Student Notes<br><br>Language Literacy & Numeracy factsheet |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                            |                                                                               |
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| 5. Inform Student                                | <ul style="list-style-type: none"> <li>Advise student of support available, how to access it, and expectations; provide access pathways (LMS, staff, Sonder)</li> <li>Issue written LLND support referral communication where applicable</li> </ul>                                                                                                                                                                                  | Student Experience Team / Trainer                                          | Student Handbook, LMS                                                         |
| 6. Implement Support                             | <ul style="list-style-type: none"> <li>Implement agreed support strategies</li> <li>Provide or arrange LLND workshops, academic support, digital literacy support or additional learning resource</li> <li>Provide students with information about available LLND support services and how to access them</li> <li>Record support activities, referrals and student participation in the student file</li> </ul>                     | Trainer / Student Experience Team                                          | Support Records                                                               |
| 7. Implement LLND Support Services (if required) | <ul style="list-style-type: none"> <li>Refer student to LLND workshops, learning support sessions or digital literacy support services where required</li> <li>Provide information about available LLND support resources and access pathways</li> <li>Communicate recommended support activities to the student in writing</li> <li>Record LLND support actions, referrals and student participation in the student file</li> </ul> | Trainer / Student Experience Team<br><br>Library and Learning Support Team | LLND Support<br><br>Referral Email<br><br>Support Records<br><br>Student File |
| 8. Develop Student Support Plan (if required)    | <ul style="list-style-type: none"> <li>Develop and upload Student Support Plan to student file; communicate plan to student and relevant staff; confirm student acknowledgement.</li> </ul>                                                                                                                                                                                                                                          | Student Experience Team / Trainer                                          | RTOM Student Support Plan                                                     |
| 9. Monitor Engagement and Progress               | <ul style="list-style-type: none"> <li>Track student participation, assessment</li> </ul>                                                                                                                                                                                                                                                                                                                                            | Trainer                                                                    | LMS, Attendance,                                                              |

|                                           |                                                                                                                                                                                                                                                                                                                                            |                                                                |                                                             |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------|
|                                           | completion and responsiveness to support                                                                                                                                                                                                                                                                                                   |                                                                | Assessment Data                                             |
| 10. Identify At-Risk Status               | <ul style="list-style-type: none"> <li>Triggered when: <ul style="list-style-type: none"> <li>receives NYS outcomes</li> <li>fails to submit assessments</li> <li>demonstrates low LMS engagement</li> <li>has poor attendance (where applicable)</li> <li>is identified by trainer concern.</li> </ul> </li> </ul>                        | Trainer                                                        | CANVAS, RTOM, Assessment Records                            |
| 11. Notify Student (At-Risk)              | <ul style="list-style-type: none"> <li>Notify student of risk, required actions and available support</li> <li>issue formal communication where required</li> </ul>                                                                                                                                                                        | Student Experience Team / Trainer/ Student Administration Team | Email records, RTOM<br>LMS messaging                        |
| 12. Implement Intervention Strategy       | <ul style="list-style-type: none"> <li>Implement and document intervention actions</li> <li>schedule follow-up</li> <li>record outcomes of intervention</li> </ul>                                                                                                                                                                         | Trainer / Administration Team/ Academic team                   | Intervention Plan<br>RTOM Notes                             |
| 13. Apply Reasonable Adjustment           | <ul style="list-style-type: none"> <li>Assess and implement reasonable adjustments; document and communicate to relevant staff</li> </ul>                                                                                                                                                                                                  | Trainer / Administration Team/ Academic team                   | Adjustment Records                                          |
| 14. Refer to Internal / External Services | <ul style="list-style-type: none"> <li>Refer student to counselling, external providers or Sonder for wellbeing/safety support where required</li> </ul>                                                                                                                                                                                   | Student Experience Team                                        | Referral Records                                            |
| 15. Sonder Engagement (if required)       | <ul style="list-style-type: none"> <li>Direct student to Sonder via app or phone; where initiated by ALG, record date, nature of concern and action taken</li> <li>escalate critical wellbeing or safety concerns</li> <li>Record referral details, including service type, date, and student acknowledgement where applicable.</li> </ul> | Student Experience Team                                        | Internal record<br><br>Sonder interaction (where available) |
| 16. Critical Incident Response            | <ul style="list-style-type: none"> <li>Complete incident report; activate Critical Incident P&amp;P</li> <li>notify relevant internal stakeholders</li> </ul>                                                                                                                                                                              | Student Experience Team / Student Services Manager             | Incident Report, Critical Incident Register                 |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                 |                                                  |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• refer to Sonder where required</li> <li>• maintain incident record.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                 | Sonder record                                    |
| 17. Record and Document Actions | <ul style="list-style-type: none"> <li>• Ensure all support actions, communications and outcomes are recorded in RTOM and linked to student file. (interventions, referrals and outcomes in RTOM)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                          | Student Experience Team/<br>Administration Team | Student File (RTOM)                              |
| 18. Monitor Service Standards   | <ul style="list-style-type: none"> <li>• Review whether support and intervention strategies, including LLND support strategies where applicable, have improved student engagement, participation, assessment performance and progression</li> <li>• Monitor student participation in recommended support activities, workshops or referrals where applicable</li> <li>• Review trainer observations and student responsiveness to support</li> <li>• Identify whether additional, modified or escalated support strategies are required</li> <li>• Document review outcomes and updated support status in the student file</li> </ul> | Administration Team. Academic Team              | Zendesk Reports, Continuous Improvement Register |
| 19. Review Effectiveness        | <ul style="list-style-type: none"> <li>• Review whether support strategies (including LLND if applicable) have improved student engagement, participation, assessment performance and progression</li> <li>• Review student attendance at recommended workshops or support sessions</li> <li>• Get feedback from trainers and the student where appropriate</li> <li>• Determine whether support strategies should</li> </ul>                                                                                                                                                                                                         | Trainer / Student Experience Team               | Progress Notes                                   |

|                                    |                                                                                                                                                                    |                                                                             |                                 |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------|
|                                    | <ul style="list-style-type: none"> <li>continue, be adjusted or escalated</li> <li>document review outcomes and updated risk status in the student file</li> </ul> |                                                                             |                                 |
| 20. Escalation (if no improvement) | <ul style="list-style-type: none"> <li>Escalate to Course Progress / Attendance processes; consider further action</li> </ul>                                      | Administration Team/<br>Academic Team                                       | Course Progress P&P             |
| 21. Close or Continue Support      | <ul style="list-style-type: none"> <li>Determine whether support is no longer required or needs continuation</li> <li>update student status</li> </ul>             | Student Experience Team                                                     | RTOM<br>Student notes           |
| 22. Continuous Improvement         | <ul style="list-style-type: none"> <li>Analyse support trends, feedback and outcomes; update practices and services</li> </ul>                                     | Student Experience Manager/<br>Administration Manager,<br>Academic Director | Continuous Improvement Register |

## 8. Supporting Documents

- Admissions and Enrolment Policy and Procedure
- LLND and English Proficiency Policy and Procedure
- Training Delivery Policy and Procedure
- Course Progress Policy and Procedure
- Attendance Policy and Procedure
- Assessment Policy and Procedure
- Critical Incident Policy and Procedure
- Complaints and Appeals Policy and Procedure
- Student Support Plan Template
- LLND Support email template
- Student Handbook

## 9. Document Information and Review

| Document Information |                                                 |                                                                                             |
|----------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------|
| Document ID          | STU-04                                          |                                                                                             |
| Policy Category      | STU - Student Administration & Support          |                                                                                             |
| Responsible officer  | Joe Lynch                                       |                                                                                             |
| Key Stakeholder(s)   | ALG Staff and Students                          |                                                                                             |
| Approval by          | CEO                                             |                                                                                             |
| Endorsed by          | Academic Director and Head of Quality Assurance |                                                                                             |
| Date of Approval     | 21/05/2026                                      |                                                                                             |
| Date Effective       | 11/06/2026                                      |                                                                                             |
| Date of Next Review  | 21/05/2027                                      |                                                                                             |
| Version History      |                                                 |                                                                                             |
| Version              | Date                                            | Amendment(s)                                                                                |
| 2.0                  | 12 March 2026                                   | <ul style="list-style-type: none"><li>Updated to include Sonder referral services</li></ul> |