



Australian Institute of
Technology Transfer



AITT Company Procedure

Developing and Delivering Individual Supports v1.1

AITT RTO [50834](#)

May 2026

Table of Contents

1. Developing and Delivering Individual Supports.....	3
a) Purpose.....	3
b) Scope.....	3
c) Roles and Responsibilities.....	3
d) Procedure.....	3
e) Next Review Date.....	6

1. Developing and Delivering Individual Supports

Effective Date: May 2026

Next Review: May 2027

Version: 1.1

Applies to: All students enrolled in Skills SA-subsidised training programs

a) Purpose

This procedure outlines how AITT identifies, designs, implements, and monitors individual supports for students to enhance participation, progression, and successful completion outcomes. It aligns with Skills SA Support Standard 3 and the Skills SA Upfront Assessment of Need (UAN) requirements, including the provision and monitoring of prescribed supports and foundation skills requirements where identified.

b) Scope

This procedure applies to all students enrolled in South Australian government-subsidised training delivered by AITT. It includes school-based learners, adult learners, career transitioners, and those undertaking training as part of workforce development or re-skilling initiatives. Specific attention is paid to priority equity groups including Aboriginal and Torres Strait Islander students, students with disability, students with learning difficulties, and those experiencing socioeconomic or geographic disadvantage.

c) Roles and Responsibilities

The following roles and responsibilities apply to AITT's procedure.

Role	Responsibility
AITT Administration	Records support actions, uploads documentation, coordinates referrals, maintains student records and monitors support participation documentation
Senior Trainers and Assessors	Identify support needs, develop tailored learning plans, implement supports and monitor engagement
UAN Mentor / CSPA Interpreter	Interprets CSPA outcomes and recommends literacy and numeracy support requirements
Student Support Officer	Coordinates internal and external support services and follows up student engagement
Compliance Officer	Monitors compliance with Skills SA UAN and support requirements

d) Procedure

Step 1: Initial Learner Engagement

- AITT collects demographic data during enrolment including age, location, prior education, employment status, and cultural background.
- Students are introduced to the availability of individual support during orientation and induction.

- During orientation, trainers and the Student Support Officer present available supports including the existence of a tailored learning plan for all students
- Staff monitor group trends such as youth cohorts, adult return-to-learners, and students in remote/regional SA.
- Clear written information is provided through Canvas LMS, induction guides, posters, and AITT emails highlighting how to access assistance.
- Information about Success and Wellbeing Services (SWS) and other community supports is promoted via Canvas, email, and printed materials.

Step 2: Identify Support Needs During Training

- Trainers and assessors observe student engagement and performance and document any indicators of barriers to learning.
- Students are encouraged to self-disclose issues to trainers or support staff through various channels including email, phone, Zoom, or in person.
- Support needs are actively discussed as they arise with students individually.
- If concerns arise, trainers initiate a check-in conversation with the student to clarify any issues and determine support needs.
- Canvas activity logs and trainer notes are reviewed to identify at-risk learners.

Step 3: Develop Tailored Learning Plans

- Students identified through UAN findings, self-disclosure, trainer observations, or performance concerns may receive an Individual Support Plan (ISP).
- Individual Support Plans may include:
 - o reasonable adjustments
 - o training flexibility
 - o assessment accommodations
 - o additional literacy or numeracy assistance
 - o digital literacy support
 - o assistive technologies
 - o additional coaching or mentoring
 - o wellbeing supports
 - o referral pathways
- Supports identified through CSPA interpretation reports and prescribed foundation skills requirements must be incorporated into the student's support plan where applicable.
- Support plans are developed collaboratively with the student and documented within AITT systems.

Step 4: Deliver Individual Supports

- Support activities are implemented collaboratively between trainers, support staff, and students.
- Supports may include:
 - o contextualised delivery
 - o extended assessment timeframes
 - o literacy and numeracy support

- o digital support
 - o mentoring
 - o external referrals
- Students prescribed foundation skills supports as a condition of access must be informed that participation and completion requirements are monitored.
- AITT staff monitor student engagement, attendance, participation, and completion of prescribed supports.
- Students identified as disengaging from prescribed supports will receive follow-up communication and intervention.

Step 5: External Referrals and Community Linkages

- Students requiring support beyond AITT capability or scope may be referred to:
 - o Success and Wellbeing Services (SWS)
 - o Foundation Skills Bridging Unit providers
 - o Foundation Skills Tutor Services
 - o community support organisations
 - o disability and wellbeing providers
 - o English language support services
- Referrals and associated actions are documented within student records.
- Required consent documentation must be completed prior to external information sharing.

Step 6: Escalation of Support Concerns

Students who do not engage with prescribed supports or whose barriers continue to affect progression may be escalated to the Student Support Officer and Compliance Officer for review.

Escalation actions may include:

- additional intervention meetings
- revised support plans
- additional referrals
- review of course suitability
- review of conditions of access

Step 7: Monitor and Adjust (continuous improvement)

- Trainers and student support staff review learning plans periodically to confirm that supports remain relevant.
- Feedback from students and stakeholders and learnings from student support needs analysis informs continuous improvement. Learner feedback is collected at mid-point and end-of-course stages to inform continuous improvement.
- Feedback is collected and recorded in Canvas and internal.

e) Next Review Date

This policy requires reviewing annually by the CEO.

Next review date: May 2027

Document Approval

Policy Title	Developing and Delivering Individual Supports
Policy Owner	CEO – Hanif Kuthubutheen
Policy Version	1.1
Approval Date	May 2026
Review Date	May 2027
Approved By	CEO – Australian Institute of Technology Transfer (AITT)
Signature	
	Hanif Kuthubutheen
	Chief Executive Officer
	AITT