



# Practice Guide

## Wellbeing

(Standard 2.6)

Ver 1.0  
Published 17 June 2025

Outcome Standards for NVR Registered Training Organisations

Quality Area 2 – VET Student Support

### What are the key concepts?

The following key concepts are covered in this practice guide:

#### Standard 2.6

- Wellbeing support services
- Identification of student needs
- Designated support staff

### Achieving these Standards in practice

The following table lists examples of activities that may demonstrate compliance with the Standards, as well as risks to control. These examples are not a complete list of every activity or risk, nor do all the activities listed need to be completed to achieve compliance. Rather, they are a guide and should be considered within the context, size, scale and student cohorts of your RTO's operations.

#### Standard 2.6: The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs.

| Performance indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Example activities and other considerations for compliance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| An <b>NVR registered training organisation</b> demonstrates: <ul style="list-style-type: none"><li>a. it identifies, by reference to the <b>training product</b> content, the wellbeing needs of the <b>VET student</b> cohort and appropriate <b>wellbeing support services</b>; and</li><li>b. it advises the VET student cohort of the availability of wellbeing support services, and any organisation students can contact, or additional action students can take to support their wellbeing.</li></ul> | <ul style="list-style-type: none"><li>• You have systems in place to identify the <b>wellbeing support services</b> that may be needed by your student cohort, relevant to the training products you offer.</li><li>• You have documented strategies to protect student wellbeing that are appropriate to the characteristics of the student cohort, <b>training products</b> offered and size of your operations, including in third party environments.</li><li>• You can show how your <b>trainers</b> and <b>assessors</b> apply the organisation's student wellbeing strategies in practice and can demonstrate how your staff are trained and supported to offer appropriate wellbeing support services to students.</li><li>• You can demonstrate how the student cohort is made aware of actions they can take, organisations they can contact and services that are available to support their wellbeing and</li></ul> |

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|  | <p>progression through training and assessment. For example, you might inform students about:</p> <ul style="list-style-type: none"> <li>○ study skills support (e.g. time management; help-seeking; coping with assessment-related anxiety)</li> <li>○ financial wellbeing support</li> <li>○ counselling and mental health resources</li> <li>○ culture-specific or demographic-specific supports in their local community (e.g. youth support networks)</li> <li>○ support available if they are experiencing abuse, harassment or violence.</li> <li>• You have documented strategies for continuous improvement in relation to student wellbeing – for example by seeking feedback from students, or by researching and leveraging established student wellbeing frameworks and resources to improve your approach.</li> </ul>                                                                                                                                                                                       |
|  | <p><b>Known risks to quality outcomes</b></p> <ul style="list-style-type: none"> <li>• Not having tailored strategies in place to support the wellbeing of your student cohort/s.</li> <li>• Only determining the student cohort's wellbeing needs at the time of enrolment or not having a system that enables students to discuss their wellbeing needs through their entire training and assessment journey.</li> <li>• Having student wellbeing strategies and support options that are not known or understood by staff.</li> <li>• Not upholding the privacy of students, even if well intentioned, by taking action to address their wellbeing issues without their consent.</li> <li>• Neglecting to appropriately assess third party environments that could negatively impact student wellbeing – for example work placements and supervisory arrangements.</li> <li>• Not having procedures in place to prevent and address instances of abuse, harassment or violence amongst your student cohort.</li> </ul> |

## Self-assurance questions

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| 1 | What systems and processes do you have in place to identify the wellbeing support services that might be needed by the student cohorts you deliver training to? If you have third party agreements in place, how do you ensure your systems and processes are being followed by them? |
| 2 | How do you identify which wellbeing services are most appropriate to support your student cohort?                                                                                                                                                                                     |
| 3 | How do your staff ensure students are made aware of the available supports?                                                                                                                                                                                                           |
| 4 | How do you seek feedback from students about your wellbeing support strategies?                                                                                                                                                                                                       |
| 5 | What strategies do you have in place for preventing abuse, harassment or violence between or amongst students, and for dealing with such issues should they arise?                                                                                                                    |