STUDENT SUPPORT, DIVERSITY, INCLUSION AND WELLBEING POLICY AND PROCEDURE

Quality Area 2: VET Student Support
Standards Covered: 2.3, 2.4, 2.5, 2.6

1. PURPOSE

This policy ensures that all students have fair and equitable access to appropriate training support, that diversity is respected and inclusion is promoted throughout the student journey, and that student wellbeing needs are identified and addressed to enable progression through training and assessment.

2. RATIONALE

As part of its obligations under the Standards for RTOs 2025, George Brown College (GBC) is required to:

- Provide adequate training support services;
- Make reasonable adjustments for students with disability;
- Promote a learning environment that values diversity and inclusion; and
- Implement strategies to support student wellbeing relevant to the cohort.

These strategies contribute to equitable student experiences, progression and completions, and ensure compliance with national legislation including the Disability Standards for Education 2005.

3. POLICY STATEMENT

GBC is committed to creating a learning environment where every student feels safe, supported, respected, and empowered to succeed. We recognise that learners bring diverse backgrounds, capabilities, and needs, and we are dedicated to removing barriers that may impact participation, progression, or wellbeing throughout the training journey.

This policy outlines GBC's proactive and student-centred approach to support services, diversity and inclusion practices, and wellbeing safeguards. Our objective is to provide timely, accessible, and appropriate support tailored to individual student circumstances, whether related to language, literacy and numeracy (LLN), disability, mental health, cultural identity, or socio-economic disadvantage.

We actively monitor student progress and engagement to identify support needs early and intervene responsively. Our trainers and staff are trained to make reasonable adjustments in training and assessment, promote inclusive practices, and escalate wellbeing concerns in line with internal protocols and external referral networks. The delivery of support is embedded in everyday operations and informed by principles of dignity, equity, and cultural safety.
GBC strives to foster a respectful and welcoming environment that reflects and values the diversity of our student population. We believe that every learner, regardless of their

background, has the right to a high-quality education experience that is equitable, empowering, and aligned with their goals.

GBC is committed to providing a learning and support environment that is free from discrimination, harassment, and victimisation. In accordance with Commonwealth and state legislation, we uphold the rights of all students to be treated with dignity and fairness, regardless of age, race, gender, sexual orientation, disability, cultural background, religion, or any other protected attribute. All students and staff are expected to contribute to a respectful and inclusive learning environment where diversity is celebrated and discrimination is not tolerated.

Student wellbeing is recognised as a shared responsibility and is supported through orientation, targeted interventions, flexible learning arrangements, and structured support pathways. This policy also ensures that under-18 students (where applicable), international students, and vulnerable learners are afforded additional protections under regulatory frameworks, including the Standards for RTOs 2025 and the National Code 2018.

This policy is supported by transparent procedures, documented support actions, referral processes, and continuous review of support service effectiveness through feedback, engagement metrics, and internal audits.

4. Scope

This policy applies to:

- All enrolled and prospective students;
- All staff involved in training, assessment, student support and administration;
- All training and assessment locations including third-party arrangements.

5. DEFINITIONS

Access and equity means policies and approaches aimed at ensuring VET is responsive to the individual needs of all students including those whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and achievement.

Diversity refers to individual differences including culture, language, age, gender, disability and learning styles.

Inclusion refers to creating equitable access and respectful learning environments for all students

Reasonable adjustment means modifications to training or assessment that do not compromise competency outcomes.

Training support services means services and resources to support student success, including LLN support, assistive technologies, academic support, and access to trainers and assessors.

Wellbeing support services means assistance to support physical, emotional and mental wellbeing, including referral to external services.

6. Responsibilities

Director: Oversees implementation and resourcing.
General Manager: ensures all anti-discrimination concerns are investigated in line with the Complaints and Appeals Policy
General Manager: Ensures support services are in place and staff are trained.
Trainers and Assessors: Apply adjustments, monitor student progress, refer support needs.
Student Services: Provide wellbeing and support referrals, maintain records.
All Staff: Foster inclusive, respectful and supportive environments. All staff must act to prevent discrimination and harassment, and intervene or escalate any behaviour that breaches these obligations. All trainers and support staff are required to complete annual professional development in inclusive practice, student wellbeing, and support strategies appropriate to the student cohort.

7. Legislative and Regulatory Requirements

Standards for RTOs 2025 (Standards 2.3 to 2.6)

Standard 2.3

Outcome Standard

(1) VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

Standard 2.4

Outcome Standard

(1) Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

Standard 2.5

Outcome Standard

(1) The learning environment promotes and supports the diversity of VET students.

Standard 2.6

Outcome Standard

(1) The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs.

Disability Standards for Education 2005
National Vocational Education and Training Regulator Act 2011
Disability Discrimination Act 1992 (Cth)
Racial Discrimination Act 1975 (Cth)
Sex Discrimination Act 1984 (Cth)
Age Discrimination Act 2004 (Cth)
Australian Human Rights Commission Act 1986 (Cth)

8. Procedure

Assessing extra need requirements from the application process.

GBC recognizes that all people learn differently and acknowledge that some students may require additional support. Additional support will be provided for any students experiencing: issues such as disability and
access or any other issues or special needs that may affect their ability to achieve their training goals.

Provision of additional support services will be provided where necessary to enable students to participate in the same way as any other person regardless of whether support services have been required.
Student will be assessed based on the questionnaire given in the application form under Impairment and disability.
Students are required to respond with a “Yes” to a minimum of 10 of the 15. If the student answers include more than 5 “No”, an interview with the students’ advisor and trainer is conducted to identify whether the student needs to be transferred to a different course.

An individual support plan is established, describing educational support measures to be used to support students’ learning.

Students will need to meet with the students’ advisor fortnightly to monitor progress. During these meetings, the student will be continuously reassessed. Educational support measures will be used until the student demonstrates that can independently perform all tasks listed in the questionnaire.

Those students who answer “No” to Questions 1-4 of the tasks included in the questionnaire, will meet with their trainer to establish an individual support plan, including measures to be used to support students learn-ing.

Where there is perceived difficulty in achieving learning goals, the trainer will discuss these issues with the student. The student will be provided with information about possible alternative pathways, additional tools and resources available, and options and choices for accessing a supportive
network. The information provided will vary depending on the individual needs of the student. These services to students are provided at no additional cost
The trainer will re-assess the student periodically, and will continue to provide educational support until the student demonstrates that she or he can independently perform all tasks listed in the
Questionnaire.

All records must be kept in the student file.

To ensure that all students are supported equitably throughout their training journey, GBC implements a structured, student-centred support process.

All support planning and service delivery at GBC is underpinned by anti-discrimination principles. During the enrolment process and throughout training, students are encouraged to disclose any support needs or experiences of unfair treatment. Where a student identifies potential discrimination, staff are required to report the concern to the Compliance Officer for confidential review.

Reasonable adjustments are offered in a manner that ensures equal opportunity for students with disability or other support needs, and all decisions are documented in the Student File.

No student will be disadvantaged or treated unfavourably as a result of requesting support or exercising their right to equitable treatment.

Identifying Support Needs

The first step occurs at enrolment, where student support needs are identified through the completion of a Pre-Training Identification Form. Where necessary, students undertake a Language, Literacy, Numeracy and Digital (LLND) assessment to determine any potential barriers to learning. Students are also encouraged to disclose any disability or wellbeing concerns at this point or at any later stage in their enrolment.

In addition to the initial LLND assessment, a structured LLND Interview Guide may be used to explore the student's background, prior education, and support expectations in greater depth.

Providing Training Support

Following enrolment, students are informed about the range of available support services. This occurs during orientation and at the start of the course. Trainers and student services staff advise students on how to access academic support, LLN services, IT assistance, wellbeing resources, and additional one-on-one support. Details about contact points and service hours are also provided. Students can expect responses to support queries within 2 business days.

Examples of support may include additional trainer consultations, modified learning materials, anxiety management strategies, study skills coaching, time management plans, and referral to external housing or financial counselling services.

Where support needs are complex, a formal Student Support Meeting is convened and outcomes are documented in a Student Support Plan. These records ensure actions and responsibilities are clearly agreed and tracked.

Progress in Monitored

Throughout the training program, student engagement and progress are monitored by trainers and the General Manager. If risk indicators arise, such as irregular attendance, delayed or missed assessments, or signs of disengagement, additional support strategies are implemented. These may involve learning support interventions, wellbeing referrals, or adjustments to the individual learning plan.

Reasonable Adjustments

When a student requires reasonable adjustment due to disability or other significant need, GBC works collaboratively with the student to identify appropriate modifications. These may include adjusted materials, alternative assessment formats, or flexible delivery schedules. All agreed adjustments are formally recorded, and trainers or assessors involved are informed of their responsibilities. Where reasonable adjustments cannot be implemented without compromising the integrity of assessment outcomes, this is documented and explained to the student. A student may be considered to face significant disadvantage if their LLND skill levels

fall more than two levels below the course requirement or if multiple barriers to participation are identified.

Reasonable adjustments in place longer than 6 months are reviewed by the Trainer, and General Manager in consultation with the student.

Access and Equity

Access and equity refer to GBC's commitment to ensuring that all students are provided with fair and inclusive opportunities to participate in vocational education and training, regardless of their personal circumstances or background. This includes actively identifying and removing barriers that may disadvantage students based on factors such as gender, age, cultural or linguistic background, disability, socio-economic status, geographic location, or prior educational experience. GBC adopts inclusive policies and practices that support diverse learning needs, promote respect and understanding, and ensure that reasonable adjustments are made to accommodate individual requirements without compromising the integrity of training or assessment outcomes. Access and equity are central to fostering a supportive learning environment where all students can thrive and succeed.

Inclusive Learning

Inclusive practice is embedded in all training and assessment activities. Staff are expected to maintain cultural awareness and undergo training in inclusive education practices. Learning materials are reviewed to ensure they are culturally appropriate and respectful of student diversity. Feedback from students on inclusivity is welcomed and used to refine delivery practices.

All learning and assessment materials are reviewed annually to ensure they reflect inclusive language, cultural sensitivity, and diverse learner needs.

Cultural Safety and First Nations Inclusion

GBC fosters culturally safe learning environments, especially for First Nations students. Learning resources and practices are reviewed for cultural safety. Engagement with First Nations communities informs improvements. All staff receive training in cultural competence. Training staff are encouraged to reflect culturally safe and inclusive practices in their delivery, including respect for First Nations perspectives, accessible communication, and inclusive learning examples.

Promoting Wellbeing

GBC also focuses on promoting student wellbeing. Based on the nature and background of the student cohort, strategies are implemented to ensure wellbeing needs are supported. Cohort needs are identified via enrolment data, LLND assessment patterns, support referrals, and student wellbeing feedback. Students are provided with information on internal and external support services for physical and mental wellbeing. GBC has in place mechanisms to prevent and respond to incidents involving abuse, harassment, or violence, and ensures that both RTO-managed and third-party facilities are safe, inclusive and supportive.

Wellbeing strategies may also address emotional resilience, motivation, peer connection, and confidence-building for students facing personal or academic pressures.

Referral and Crisis Support
Student Services maintains a list of national referral services such as Lifeline (13 11 14), Kids Helpline (1800 551 800), Reading and Writing Hotline (1300 6 555 06), Centrelink, and Legal Aid. Students are assisted to access these as appropriate.

Support for Overseas Students
CRICOS students receive an orientation covering legal rights, emergency contacts, academic and personal support, and accommodation arrangements. GBC ensures compliance with the National Code including support for under-18s.

Continuous Improvement
The effectiveness of training support services is reviewed annually. Feedback from students, input from staff, and student progress outcomes are all evaluated. Where gaps are identified, services are improved and all actions are documented in the Continuous Improvement Register.

Procedure Summary Table

Step & Action	Responsibility	Timeframe	Reference / Use
1. Conduct pre-training review and identify support needs (LLND, disability, language, wellbeing).	Admin Officer, Trainer	At enrolment or course commencement	Enrolment Form, LLND Assessment, Student File Checklist
2. Develop tailored support strategies, including reasonable adjustments and referrals.	Trainer, Student Support Officer	Within 5 business days of identification	Support Strategy Form, Adjustment Approval Record
3. Ensure all support delivery complies with anti-discrimination laws and student rights. Address any reported incidents confidentially.	Trainer, Compliance Officer	Ongoing	Complaints and Appeals Policy, Student File, CI Register
4. Implement and monitor support interventions (academic, language, personal, welfare).	Trainer, Student Support Officer	Ongoing throughout course	Support Strategy Review Notes, Student Support Log
5. Refer students to internal or external services as needed (e.g. counselling, LLN specialist).	Trainer, Admin Officer	Within 3 days of support need identification	Referral Record, External Provider List
6. Provide orientation and access to wellbeing	Trainer, Admin Officer	At course commencement	Orientation Checklist, Student Handbook

resources and cultural inclusion practices.			
7. Monitor and document student engagement and satisfaction with support provided.	Trainer, Compliance Officer	Each term or support review cycle	Student Feedback Form, CI Register
8. Escalate unresolved support or discrimination concerns to the Compliance Manager.	Trainer, Student Support Officer	Immediately upon awareness	Incident Report Form, Complaints Register
9. Evaluate support effectiveness through student feedback and continuous improvement process.	Compliance Officer	Annually (Q4)	Internal Audit Schedule, CI Register

9. Policy Implementation

This policy is implemented through orientation sessions, professional development, student information guides and scheduled review processes. Staff responsibilities are reflected in position descriptions and performance reviews.

10. Monitoring and Evaluation

Monitoring of this policy is conducted annually via internal audit, feedback analysis and review of student outcomes. Records of adjustments, referrals, and staff training are maintained. Outcomes inform policy and service improvements.

Document Control

Document Title	**Student Support, Diversity, Inclusion and Wellbeing Policy and Procedure Policy and Procedure**
Approved By	Preeti Singh
Date Approved	29/06/2025
Next Review Due	1/07/2026
Standards /Legislation	2.3, 2.4, 2.5, 2.6
Version	1.0

Version Control

Version #	Changes	Approval By	Approval Date
1.0	**Initial version**	**PEO**	**29/06/2025**

Associated Documents

- Course Guide / Course Information Sheets
- Enrolment and Orientation Feedback Form
- Enrolment Application Form

- Enrolment Checklist
- Enrolment Procedure Review Record
- LLND Assessment Tool and Recording Template
- Orientation Attendance Record
- Referral and Alternative Pathway Record
- Student Agreement
- Support Needs Identification Form
- USI Verification Record