

# Training Support, Wellbeing, Diversity and Inclusion Policy and Procedure

## Purpose

This policy ensures that Communicare RTO:

- Identifies learner support needs and barriers to participation
- Provides appropriate training support, wellbeing, and inclusive learning services
- Promotes diversity, inclusion, access, and equity across all training delivery
- Maintains a safe, respectful, and culturally inclusive learning environment
- Meets obligations under the Standards for RTOs 2025, including:
  - Learner support and progression
  - Access and equity
  - Inclusion and diversity
  - Wellbeing and duty of care
- Learners are informed about available support services prior to enrolment and throughout their training, to support informed decision-making

## Scope

This policy applies to:

- Training Delivery Modes
  - Accredited training (CGEA) delivered via third-party schools
  - Non-accredited training delivered by Communicare RTO, including:
    - Face-to-face (Training Centre)
    - Online facilitated delivery (e.g. Microsoft Teams)
- Stakeholders
  - Learners
  - Trainers and assessors
  - Administrative staff
  - Third-party providers (schools)

## Definitions

**Learner Support** – Academic and non-academic assistance enabling participation and completion

**Wellbeing Support** – Support addressing mental, emotional, social, and physical wellbeing

**Diversity** – Recognition and respect for differences including culture, language, gender, ability, age, and background

**Inclusion** – Creating a learning environment where all learners feel valued and able to participate fully

**Access and Equity** – Ensuring fair opportunity for all learners to access and succeed in training

**LLND** – Language, Literacy, Numeracy, and Digital skills

**Reasonable Adjustment** – Modifications that support learners without compromising competency outcomes

**Third-Party Arrangement** – Agreement where a school delivers services on behalf of Communicare RTO

## Policy

### Commitment to Support, Wellbeing, Diversity and Inclusion

Communicare RTO is committed to:

- Providing a safe, inclusive, culturally responsive learning environment
- Supporting learners to:
  - Engage in training
  - Progress successfully
  - Achieve outcomes
- Recognising and respecting diversity in all forms, including:
  - Cultural and linguistic diversity
  - Disability
  - Gender identity
  - Socio-economic background
  - Educational disadvantage
- Ensuring learners are not disadvantaged by systemic or individual barriers
- Integrating wellbeing and inclusion principles into all training delivery modes (face-to-face and online)

Support is provided in a way that maintains training quality and assessment integrity.

## Principles

Communicare RTO ensures that:

- All learners are treated with fairness, dignity, and respect
- Training environments are free from discrimination, harassment, and bias
- Diversity is recognised as a strength in the learning environment
- Learners are encouraged to seek support without stigma
- Support is proactive, responsive, and individualised where required
- Practices align with
  - Access and equity principles
  - Inclusion and participation
  - Relevant legislation, including anti-discrimination and equal opportunity laws

## Inclusive Training Environment

Communicare RTO ensures:

- Learning environments (physical and virtual) are:
  - Safe and inclusive
  - Respectful of different identities and backgrounds
- Training materials and delivery:
  - Are culturally appropriate where possible
  - Do not disadvantage any learner group
- Trainers:
  - Use inclusive language and teaching strategies
  - Encourage participation from all learners
- Online environments:
  - Promote respectful interaction
  - Support accessibility and engagement

## Support Delivery Model

### Accredited Training (Third-Party Schools)

- The school is responsible for primary learner support and wellbeing, including:
  - Academic support
  - Pastoral care
  - Inclusion strategies
- Communicare RTO:
  - Retains responsibility for compliance and quality
  - Collaborates with schools to:
    - Identify barriers to participation
    - Determine inclusive support strategies
- Support must:
  - Reflect learner diversity and needs
  - Be documented in the SMS

### Non-Accredited Training – Face-to-Face

Communicare RTO provides:

- Inclusive and supportive classroom environments
- Trainer-led support during sessions
- Recognition of individual learning needs
- Adjustments to training and delivery where appropriate

## Non-Accredited Training – Online (Teams)

Communicare RTO ensures:

- Inclusive online learning practices
- Multiple ways for learners to participate:
  - Verbal discussion
  - Chat functionality
  - Follow-up support
- Ongoing monitoring of:
  - Engagement
  - Participation
  - Barriers (digital, communication, wellbeing)
- Support for:
  - Digital literacy
  - Technical challenges

## Types of Support

Support may include:

- Academic Support
  - LLND support
  - Clarification of content
  - Additional assistance where needed
- Digital Support
  - LMS and Teams navigation
  - Basic technical assistance
- Wellbeing Support
  - Safe and inclusive learning space
  - Early identification of disengagement
  - Referral pathways
- Inclusion Support
  - Addressing barriers related to:
    - Language
    - Disability
    - Cultural background
  - Flexible participation approaches
- Reasonable adjustments are applied in accordance with the Principles of Assessment and do not compromise the integrity of the training product, the competency outcomes, or assessment requirements.
- Learner support is provided at no additional cost unless otherwise specified prior to enrolment. Any limitations to support services will be communicated to learners before enrolment.

## Identification of Support Needs

Support needs are identified through:

- Pre-enrolment processes
- LLND assessment (accredited training)
- School screening (where applicable)
- Trainer monitoring visits
- Learner self-identification

Special consideration is given to learners:

- Experiencing educational disadvantage
- With disability or additional needs
- From culturally and linguistically diverse backgrounds
- Facing personal or wellbeing challenges

## Capacity to Support Learners

Communicare RTO ensures that it has the appropriate resources, systems, and personnel to provide the level of learner support required for each training product and cohort.

Where support needs fall beyond the RTO's scope or capability, learners will be referred to appropriate external services or, for accredited training, supported through the third-party school.

## Wellbeing and Duty of Care

Communicare RTO ensures:

- Safe learning environments across all delivery modes
- Respectful behaviour aligned with the Code of Conduct
- Staff respond appropriately to distress, disengagement, behavioural concerns

Referral Pathways

- Accredited learners → School wellbeing services
- Non-accredited learners → External support services (where appropriate)

## Confidentiality and Cultural Sensitivity

Communicare RTO:

- Handles all support information confidentially
- Respects cultural sensitivities and personal circumstances
- Shares information only with consent, or, where required for support in accordance with:
  - Privacy Act 1988
  - Communicare Privacy Policy

## Continuous Improvement

Communicare RTO:

- Reviews support, wellbeing, and inclusion practices through:
  - Feedback
  - Complaints and appeals
  - Learner outcomes
- Records improvements in the Continuous Improvement Register
- The effectiveness of learner support strategies is reviewed through learner outcomes, feedback, and trainer observations, and adjustments are made where required.

## Procedure

### Identification of Needs

- Accredited Training needs identified through:
  - Schools screening learners
  - Completed LLND assessment
  - Trainers reviewing assessment feedback on the learner outcome, and through teacher's feedback at the monitoring visit
- Non-Accredited Training needs identified through:
  - Participation
  - Communication
  - Engagement

### Determine Support Strategies

- Accredited
  - RTO and school will collaborate to consider:
    - Academic needs
    - Inclusion barriers
    - Wellbeing concerns
- Non-Accredited
  - Trainer determines support

### Documentation

- Accredited
  - Identified prior to course commencement, and recorded in the SMS
- Non-Accredited
  - Informal unless significant support needs are identified

## Implementation

- Accredited
  - School implements agreed support strategies and monitors learner participation and engagement
  - The RTO monitors learner progress and engages with the school as required
- Non-Accredited
  - Trainer provides support during sessions and adjusts delivery as required

## Monitoring and Review

- The RTO monitors learner progress
- The school monitors engagement, participation, and wellbeing (for accredited courses)
- Adjustments updated as required

## Escalation and Referral

- Concerns escalated to:
  - RTO Manager (if required)
- Learners may access:
  - Complaints and Appeals process

## Responsible personnel

### RTO Manager

- Policy oversight and compliance

### Quality and Compliance Coordinator

- Monitoring and improvement

### Trainer and Assessor

- Identify and support learner needs

### Administration

- Record keeping

### Third-Party School

- Primary support delivery

## Related documents

Learner Handbook

Marketing, Advertising and Enrolment P&P

Third-Party Arrangement P&P

Complaints and Appeals P&P

Privacy and Confidentiality P&P