

08. Access, Equity, Diversity and Support Policy and Procedure

Document Name	08. Access, Equity, Diversity and Support P&P 2025_v1.4
Status	Approved
Approved By	Tim Koster
Approval Date	22/08/2025 26/03/2026 - v1.3 – <i>addition of bullying & harassment and Anti-Semitism and Religious Vilification Statement</i>
Review Date	22/08/2027
Standard Reference	Standards for RTOs 2025 – Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Skills SA Support Standard 2: Understanding and Supporting South Australian Students Skills SA Support Standard 3: Developing and Delivering Individual Supports Skills SA Support Standard 4: Disability Access
Signature	

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Policy

Minda Inc t/a South Australian Learning Centre (SALC) is committed to creating and maintaining an inclusive, equitable and supportive learning environment for all students, including those with and without disability, students from Aboriginal and Torres Strait Islander backgrounds, culturally and linguistically diverse communities and those facing barriers to participation.

As a division of Minda Inc, one of South Australia's most respected disability service providers, we bring deep expertise in supporting students with disability. Our staff are trained and equipped to implement reasonable adjustments, offer individualised supports and foster inclusive teaching practices across all programs. We welcome and celebrate diversity and work actively to create a culturally safe environment where all students feel respected, valued and supported in their learning.

SALC holds a formal partnership with Skills SA to access Success and Wellbeing Services (SWS) and actively promote access to this support throughout the student journey. In addition, students have access to Minda's Employee Assistance Program (EAP), the current provider being TELUS health. Our trainers and admin staff are alert to both learning and wellbeing needs and take proactive steps to identify and respond to emerging challenges during training.

Support services and wellbeing options are clearly communicated to students prior to enrolment and are reviewed throughout their training experience. Our facilities are accessible, safe and welcoming. SALC has capability to provide access through blended and remote delivery models, particularly to support learners in regional South Australia and those balancing work, care or health responsibilities.

We recognise that inclusive design reduces the need for individual adjustments. Therefore, we continuously review our training and assessment approaches to improve accessibility, using insights drawn from student demographics, engagement data and staff observations.

SALC meets its obligations under the Disability Discrimination Act 1992, the Disability Standards for Education 2005, and the Standards for RTOs 2025, and is proud to lead with integrity, empathy and excellence in inclusive vocational education.

Definitions

Term	Definition
Access	The ability for all individuals, regardless of personal circumstances or background, to participate in training and assessment without unnecessary barriers.
Employee Assistance Program (EAP)	A confidential service provided by an employer that offers employees access to professional counselling and support for personal or work-related issues that may affect their wellbeing or job performance.
Equity	The provision of support, resources, or adjustments to ensure fair outcomes for all learners, particularly those at risk of disadvantage.

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Diversity	Recognition and respect for differences in culture, language, ability, gender, age, sexuality, socioeconomic status, and educational background.
Reasonable Adjustment	A measure or action taken to enable a student with disability to participate in training on the same basis as other students, without compromising the integrity of the assessment outcome.
Culturally Safe Environment	A learning space where Aboriginal and Torres Strait Islander students and other culturally diverse learners feel safe, respected, and free from discrimination or judgement.
Success and Wellbeing Services (SWS)	A Skills SA-funded support initiative providing access to wellbeing, mental health, disability, and academic support services for eligible students.
Support Standard	A framework developed by Skills SA to ensure student supports are understood, accessible, and embedded throughout the VET learning experience.

Harassment and Bullying

SALC considers that harassment and bullying of any kind is inappropriate and unacceptable behaviour and that learners found to have either committed or condoned such behaviour during their enrolment period will be dealt with as per Minda's policy.

If you believe that you are being harassed, you should take the following steps:

- Tell the person that their behaviour is unacceptable, and that it must stop. It is important to say these things to the harasser.
- Make a written note of the nature of the harassment including the identity of the person harassing.
- If the harassment continues, report the behaviour or incident to your facilitator or SALC Manager/ Lead Facilitator.

SALC has a legal responsibility to take reasonable steps to prevent harassment and bullying from happening. This involves educating employees and facilitators about harassment, implementing complaints procedures, and ensuring compliance by all within the learning environment.

Anti-Semitism and Religious Vilification Statement

SALC and Minda Inc are committed to providing a safe, inclusive and respectful learning environment that upholds the dignity of all students, staff and stakeholders. SALC has zero tolerance for any form of vilification, discrimination, harassment or intimidation on the basis of race, ethnicity or religion, including antisemitism.

Antisemitism includes any conduct, behaviour, language or imagery that expresses hostility, prejudice or discrimination toward Jewish people, Judaism, or Jewish cultural or religious identity. This may include, but is not limited to, offensive remarks, stereotyping, denial or distortion of historical events such as the Holocaust, exclusionary behaviour, or the display or use of hate symbols or gestures associated with Nazi ideology.

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SALC strictly prohibits the display, distribution or use of prohibited hate symbols, including Nazi symbols, or the performance of gestures associated with hate ideologies, in accordance with applicable South Australian and Commonwealth legislation. Any such conduct within a SALC training environment, whether in person, online or in associated workplace settings, will be treated as serious misconduct.

All students and staff share responsibility for maintaining a respectful and culturally safe environment. Individuals are expected to:

- Treat others with respect, regardless of background or belief;
- Refrain from engaging in or supporting any form of vilification or hate-based conduct;
- Report any incidents of antisemitism or other forms of discrimination or harassment.

SALC will respond promptly and appropriately to any reports of antisemitism or religious vilification. This may include investigation, student support interventions, disciplinary action, or referral to external authorities where required. SALC also provides access to appropriate support services to ensure the wellbeing and safety of affected individuals.

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Through education, policy and practice, SALC is committed to fostering an environment where diversity is respected, inclusion is actively promoted, and all individuals feel safe to participate fully in training and assessment.

This policy is informed by relevant Commonwealth and South Australian legislation, including but not limited to the Criminal Code Act 1995 (Cth), Racial Discrimination Act 1975 (Cth), Summary Offences Act 1953 (SA), and Equal Opportunity Act 1984 (SA), as well as the Standards for RTOs 2025.

Procedure

1. Pre-Enrolment Access to Support Information

1.1. Clear and accurate information about the organisation, training products and available support services is published on the SALC website, marketing materials, information session(s) and enrolment forms.

1.2. Prior to enrolment, and embedded in the enrolment interview and onboarding process, students are advised of:

- The availability of training support and wellbeing services
- The process to request support or disclose disability or other needs
- Their right to access culturally safe and inclusive learning

1.3. Students are encouraged to ask questions and disclose any needs confidentially during the UAN process or information sessions.

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2. Determining Individual Support Needs

- 2.1. All prospective students complete an Upfront Assessment of Need (UAN), including literacy, numeracy, digital literacy and readiness screening (see *02. Enrolment and Upfront Assessment of Needs P&P 2025_v1.2* for detailed information).
- 2.2. Where disability or support needs are identified, a discussion is held with the student to determine reasonable adjustments and document an individual support plan.
- 2.3. Trainers, assessors and admin staff are notified (where appropriate) to ensure adjustments can be implemented while maintaining student privacy.
- 2.4. If no current disability exists but support needs emerge during training, trainers initiate a referral to the Lead Trainer or SWS.

3. Implementing and Monitoring Reasonable Adjustments

- 3.1. Adjustments are developed in partnership with the student and documented securely.
- 3.2. Examples of adjustments may include:
 - Extra time in assessment
 - Use of assistive technology
 - Modified assessment methods
 - Interpreter or reader/ scribe support
- 3.3. Adjustments are reviewed regularly, especially when units change or the student's needs evolve.
- 3.4. If a requested adjustment is not possible, the rationale is clearly explained to the student in writing, and alternative supports are offered.

4. Cultural Safety and First National Inclusion

- 4.1. The learning environment is designed to be culturally inclusive and sensitive to the needs of Aboriginal and Torres Strait Islander students.
- 4.2. Trainers complete professional development in cultural safety and inclusive teaching practice.

5. Promoting Success and Wellbeing Services (SWS)

- 5.1. SALC holds a current SWS partnership and actively refers eligible students.
 - 5.1.1 At time of writing, the primary partnership is with Adelaide Training & Employment Centre (ATEC).
- 5.2. SWS is introduced at enrolment, reinforced in student handbooks and promoted throughout training via trainer briefings, posters and online reminders.
 - 5.2.1 The primary SWS facilitator is invited by the Training Coordinator to attend a class session soon after commencement (within first 3 weeks).

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5.3. Staff are trained to recognise early signs of student distress or other support needs and to make referrals to SWS or internal supports.

6. Support Students Through Flexible Delivery

6.1. SALC is expanding its use of blended and remote training to improve access for regional learners, students with transport or health barriers and those with work or care commitments. However, face-to-face classroom based learning is considered the most effective form of training and assessment for most students, and the preferred mode of delivery for most cases.

6.2. Where appropriate, students are offered flexibility in:

- Training mode (face-to-face, online, or blended)
- Assessment format (verbal, written, digital submission)
- Access to recorded content or assistive tools

6.3. The goal is to reduce the need for formal adjustments by embedding inclusive practices into design and delivery.

7. Prevention and Management of Bullying, Harassment and Vilification

8.1 Prevention and Awareness: All students are informed at induction, through the Student Handbook and trainer briefings, of expected standards of behaviour, including zero tolerance for bullying, harassment, antisemitism and all forms of vilification.

Trainers reinforce expectations of respectful behaviour at course commencement and throughout delivery, including in classroom discussions, online environments and work placement settings.

SALC integrates respectful behaviour, diversity and inclusion principles into training delivery where appropriate to promote a safe learning culture.

8.2 Reporting Incidents: Students may report incidents of bullying, harassment, antisemitism or vilification through any of the following channels:

- Directly to their trainer or assessor
- To the SALC Manager, Lead Trainer or Training Coordinator
- Through administration staff
- Via written complaint (email or formal complaint process)

Students are not required to confront the person engaging in the behaviour prior to making a report.

All staff who receive a report must treat the matter seriously, document the details, and escalate the matter to the SALC Manager or delegate as soon as practicable.

8.3 Immediate Response and Risk Management: Where an incident poses an immediate risk to safety or wellbeing, staff must take immediate action to:

- Separate individuals where required
- Ensure the affected student is safe
- Escalate urgently to SALC Manager

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Where required, training sessions may be paused or modified to maintain a safe environment.

8.4 Investigation Process: All reported incidents are assessed and, where appropriate, formally investigated. This process includes:

- Gathering statements from involved parties and witnesses
- Reviewing any supporting evidence (emails, messages, online activity)
- Maintaining confidentiality to the extent possible

Students involved are given the opportunity to respond to allegations before outcomes are determined.

8.5 Outcomes and Disciplinary Action: Where allegations are substantiated, SALC may implement actions including:

- Formal warning
- Behavioural agreement
- Removal from class or training environment
- Cancellation of enrolment in serious cases

Where conduct may breach legislation, the matter may be referred to external authorities.

8.6 Student Support: Students affected by bullying, harassment or vilification are offered appropriate support, including:

- Referral to Success and Wellbeing Services (SWS)
- Access to Minda's EAP services
- Adjustments to training arrangements if required

Support is provided regardless of whether a formal complaint is made.

8.7 Recordkeeping and Continuous Improvement: All incidents, actions and outcomes are documented and stored securely in accordance with SALC recordkeeping requirements.

Trends and recurring issues are reviewed through the Quality Improvement Register to inform:

- Staff training needs
- Updates to policies and procedures
- Improvements to the learning environment

8. Review and Feedback

8.1. All support and inclusion strategies are reviewed annually and informed by:

- Student feedback
- Completion rates and progression data
- Trainer input and observations

8.2. Continuous improvement actions are documented and tracked in the Quality Improvement Register.

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Extracts from Standards

Standard 2.1 VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.

P.I.(c) the following information is easily accessible by VET students:

ii the training support services and wellbeing support services that are available to the VET student, and how the student can access those services;

Standard 2.2 VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.

P.I.(b) based upon the outcome of the review – it provides advice to each prospective VET student about whether the training product is suitable for them.

Standard 2.3 VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

P.I.(a) how it determines the training support services to be provided to each VET student and how it makes these training support services available to each VET student;

P.I.(b) VET students have access to trainers, assessors and other staff who are responsible for supporting the VET student;

P.I.(c) VET students are informed by the organisation about how and when they can access trainers, assessors and other staff who are responsible for supporting the VET student;

Standard 2.4 Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

P.I.(a) VET students are supported to disclose their disability, if the VET student wishes to do so;

P.I.(b) reasonable adjustments are made for VET students with disability where appropriate; and

P.I.(c) where reasonable adjustments are not appropriate or possible, the reasons why are communicated to the VET student as soon as reasonably practicable.

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Standard 2.5 The learning environment promotes and supports the diversity of VET students.

P.I.(a) it fosters a safe and inclusive learning environment for VET students; and

P.I.(b) it fosters a culturally safe learning environment for First Nations people.

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

P.I.(a) it identifies, by reference to the training product content, the wellbeing needs of the VET student cohort and appropriate wellbeing support services; and

P.I.(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.

Support Standard 2: Understanding and Supporting South Australian Students - Support Standard Outcome: You have a strong and up-to-date understanding of your South Australian student group/s. You offer flexible training and assessment that works for all your students. This reduces the need for individual adjustments.

What are the demographics of your South Australian student group/s?

What are the typical learning barriers you have identified within each student group/s?

Have you observed learning and thinking differences in some of your student groups that impact their learning?

What sources of information do you use to make sure you understand your student group/s?

How do you use the information you collect to tailor the supports you make available to all your students?

How do you make sure that students have choices in how they receive training and are assessed?

What are the supports (accommodations) you offer that are available to all students during training?

Support Standard 3: Developing and delivering individual supports - Support Standard Outcome: You recognise and address the individual support needs of students. You ensure staff are aware of, and can refer students to, external support services.

Do you have a current Success and Wellbeing Services (SWS) partnership agreement?

How do you work with your SWS provider/s?

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How do you actively promote SWS to your students during their training?

How do you make sure your students know who they can talk to about non-training related issues?

How do trainers identify and respond to support needs as these come up during training?

Support Standard 4: Disability access - Support Standard Outcome: You make sure support is available for students with disability. You have processes in place whether or not you currently have students with disability.

How do you make sure all staff know their responsibilities under the Disability Discrimination Act Disability Standards for Education (2005)?

During training, how do you make it easy for students to talk about their disability?

During training, how do you plan reasonable adjustments for each student who needs them? How do you involve them in the process?

During training where do you record agreed reasonable adjustment plans? How do you make sure you keep them confidential?

After making a plan for reasonable adjustment, how do you make sure that you provide and monitor the supports?