

STUDENT TRAINING AND WELLBEING SUPPORT SERVICES, INCULSION AND DIVERSITY AND DISCRMINIATION PREVENTION POLICY AND PROCEDURE

PURPOSE OF THE POLICY

This policy and procedure outline Smartlink Training's approach to student training and wellbeing support. This ensures that support is provided to students to assist them to complete their studies and wellbeing support.

This policy and procedure ensure that the requirements of Standards 2.1, 2.3, 2.4, 2.5 and 2.6 of the Outcome Standards for RTOs 2025.

This policy applies to:

- All students enrolled with Smartlink Training and our authorised third-party providers
- All trainers, assessors, staff, and authorised third-party providers involved in your training and assessment.

POLICY STATEMENTS

STUDENT SUPPORT

Smartlink Training is committed to assisting students to complete their studies through the provision of academic and welfare support.

At Smartlink Training, we are committed to creating a safe, inclusive and supportive learning environment for every student. We want you to feel respected, valued, and empowered to succeed in your course. This policy outlines how we support your training and wellbeing, and how we prevent and respond to any form of discrimination, bullying, vilification, antisemitism, abuse or harassment. We will do our best to ensure your experience with us is safe and positive.

We understand that everyone learns differently, and life can sometimes be challenging. If you need help, we are here to support you with:

Student support needs may concern (but are not limited to):

- language, literacy, numeracy, and digital (LLND) issues
- disability (where a student has chosen to disclose their disability with the support of Smartlink Training)
- digital literacy
- access
- their wellbeing
- cultural issues.

Support services provided by Smartlink Training can include:

- one-on-one support from the trainer/assessor
- support with personal issues, including mental health and wellbeing
- access to additional learning resources
- individualised support plans tailored to your needs
- reasonable adjustment in training and assessment
- social events
- buddy program
- information and referrals for external sources of support
- cultural safety and inclusion

HOW STUDENTS CAN ACCESS SUPPORT STAFF AND SERVICES

Smartlink Training's Student Handbook contains information regarding the nature and extent of reasonable adjustments, training support services and wellbeing support services, including this document, so prospective students can make well informed decisions about their suitability for the training they wish to undertake.

Information about student support, including how and when students can access trainers and assessors and other support staff, is provided in a range of ways throughout the enrolment process and over the course duration, including any ongoing updates to the nature and extent of support that Smartlink provides.

Students can access Smartlink Training's trainers/assessors and support staff via:

OUR CONTACT DETAILS

Main telephone number: 0260234310

Email: info@smartlinktraining.net.au

Website: www.smartlinktraining.net.au

STUDENT SUPPORT CONTACT DETAILS

General Enquiries and Student Support

Phone: 0260886942

Email: info@smartlinktraining.edu.au

Academic and Training Support

Contact: RTO Manager, Trainers/Assessors via admin@smartlinktraining.net.au

RTO Manager mobile: 0469902121

Emergency Situations (during training hours)

Please notify your trainer or call the main office line.

For serious emergencies, call 000.

OUR LOCATION

We are located at:

2/659 Young Street, Albury NSW 2640

Google Maps link:

<https://www.google.com/maps/place/2%2F659+Young+Street,+Albury+NSW+2640>



Students can access support services at any time by visiting our website: (<https://www.smartlinktraining.net.au/wp-content/uploads/2025/07/Updated-External-Support-Referrals-V1.0.pdf>) This link includes support services related to learning, disability, inclusion and diversity.

HOW SMARTLINK FOSTERS AN INCLUSIVE AND DIVERSE LEARNING ENVIRONMENT

We proudly welcome diversity and foster a culturally safe environment by:

- Recognising and respecting all cultures, backgrounds and identities
- Offering staff training/induction (including third party providers) in inclusive education practices
- Working with multicultural and First Nations organisations and people
- Regularly reviewing your feedback to improve inclusion

Smartlink Training has identified suitable strategies for promoting and supporting the diversity of students, including fostering a safe and inclusive learning environment for students and culturally safe learning environment for First Nations people. This includes:

- During student orientation, informing students about the Student Code of Conduct and obligations relevant to diversity, safety and inclusivity.
- During induction, informing staff and authorised third party providers who deliver short course only about policies and procedures that include diversity, safety and inclusivity.
- Requiring staff and authorised third party providers who deliver short course only complete short training modules relating to discrimination, harassment, vilification and antisemitism.
- Performing a welcome to country at the commencement of a course.
- Acknowledging the traditional owners of the land where the course takes place.
- Ensuring trainers and assessors authorised third party providers who deliver short course only complete ongoing professional development in inclusive teaching strategies, and cultural awareness training.
- Providing support services as set out in this Policy and Procedure.

Smartlink aims to regularly seek feedback from students, trainers and assessors, and employers on the learning environment in terms of whether it promotes and supports diversity and inclusion and make the necessary changes to ensure continuous improvement.

- Smartlink will obtain feedback from students undertaking short courses with any of our authorised third party providers and take corrective action where necessary to support students wellbeing.
- Smartlink will obtain feedback from students undertaking work placement to assess their work placement environment and supervisory arrangements, and take corrective action where necessary to support students wellbeing.
- Smartlink provides students with information on external support services that are local to the area and that Smartlink has familiarity with and that have assisted students previously. Based on the demographics of the community Smartlink has selected culture specific support services to refer students to.
- Smartlink also aims to document this feedback on the diversity of the learning environment in the Continuous Improvement Register.

HOW SMARTLINK DETERMINES WHAT TRAINING SUPPORT SERVICES SHOULD BE PROVIDED TO EACH STUDENT

Student support needs are considered during the course development process by assessing the needs of the proposed target group and ensuring that the proposed training and assessment approach takes these needs into account.

As part of the enrolment process, Smartlink Training requires all prospective students to complete a Language, Literacy, Numeracy and Digital Literacy (LLND) assessment. Depending on the course type and learner's needs, this may be supported by a course entry interview or other relevant consultation to ensure the learner is suitably prepared and supported.

The LLND assessment identifies student suitability for the course, as well as their support needs. Where a student is already studying and requires support, an interview is set up to discuss support needs.

For Qualifications, where support needs are identified based on the procedures in this document, or by a student's own enquiry, a Student Support Plan is developed. The Student Support Plan is regularly reviewed and adjusted as required.

As stated in the pre-enrolment information provided to all prospective students, Smartlink Training supports students to disclose their disabilities to Smartlink so that we may make reasonable adjustments for such students as per Part 3 of the Disability Standards for Education 2005, without compromising the assessment criteria and the outcomes of training and assessment. Any personal student information, including disabilities, is voluntarily provided to Smartlink by the student and will be handled in accordance with our Privacy Policy.

Smartlink Training ensures that sufficient support staff are in place to meet the needs of the enrolled students. Smartlink Training nominates specific personnel for student support, the details of whom are provided to students.

Where Smartlink Training is unable to provide the support service required by the student, Smartlink Training will refer the student to an external provider.

Smartlink Training surveys students about support services provided and uses the feedback to improve services provided.

Whether you study with us directly or through our authorised third-party training provider, we make sure your wellbeing is protected by:

- Assessing the safety and suitability of all training locations
- Monitoring support levels and your feedback regularly
- Reviewing progress and wellbeing needs throughout your course
- Referring you to professionals when you need specialised support (mental health, legal, housing etc.)

PROCEDURES

ASSESS STUDENT COHORT SUPPORT NEEDS DURING THE COURSE DEVELOPMENT PROCESS

Consider support needs of the target group/client cohort for the course during the course development process.

Review any feedback on support services that can inform support to be provided.

Document agreed support services for the course in the Training and Assessment Strategy and Course Flyer.

Check Pre-Enrolment Information and update as required with the identified student support services, including details of how to access for both internal and external services.

Ensure all staff have access to up-to-date details of student support services.

ASSESS INDIVIDUAL STUDENT SUPPORT NEEDS

In the Student Handbook which is given to students as a part of pre-enrolment, information on external support services provided.

Conduct interview to identify and assess student support needs. This may be as part of the course entry interview process (LLND test) for short course students or an LLND assessment plus interview specifically set up for qualification students.

For short courses, trainer/assessor to review the enrolment form and LLND test to identify any support needs. Students who have support needs identified will have a discussion with the trainer/assessor to identify potential adjustments and suitability for training. Trainers/Assessors to record any supports strategies and reasonable

adjustments on the student's assessment and on the final page of the Attendance Register after the end of training and assessment.

For qualifications, complete the Student Support Plan to document the student's needs and how these will be actioned over the duration of the course.

Provide the completed support document to the student within 2 working days of the Support Plan being completed. The Support Plan will also indicate where any support cannot be provided and why.

PROVIDE ORIENTATION

Organise the orientation for students prior to commencing their course or on the day of their course.

Conduct the orientation immediately before starting training including notifying students of their rights and responsibilities, available reasonable adjustments, and available support.

Answer all student questions during the orientation.

MONITOR STUDENT SUPPORT NEEDS

During the training and assessment journey, the trainer/assessor monitors students' wellbeing and learning progress.

If a learner struggles unexpectedly, the trainer should make reasonable adjustments (with the student's input) on the spot and note them in the support plan (for qualifications only) (e.g. ongoing support, extra time).

Adjust the Student Support Plan in consultation with the student as required throughout the duration of their training and assessment course.

At the conclusion of the student's course or when the Student Support Plan is complete, evaluate the effectiveness of the plan in consultation with the student.

Use the evaluation results to improve support services offered.

Regularly review external support services to check their details are the same as referred to in the Pre-Enrolment Information and to enter in any new services.

EXTERNAL REFERRALS

We guide and connect you with support outside of Smartlink when needed by providing initial guidance to students facing personal issues that impact their academic performance, including mental health concerns, financial difficulties, housing problems, and family-related stress.

Refer issues that require professional intervention such as signs of mental health issues, legal matters to professional service providers as per the external referrals list and/or other specialised services as needed.

Our referral guide is always available online. Click this link to access external support

<https://www.smartlinktraining.net.au/wp-content/uploads/2025/06/Updated-External-Support-Referrals-V1.0.pdf>

PREVENTING DISCRIMINATION, HARASSMENT, ABUSE AND VIOLENCE

Smartlink Training has **zero tolerance** for discrimination, bullying, vilification, antisemitism, abuse, harassment or violence of any kind.

What we do to prevent this:

- Clearly explain your rights and responsibilities during orientation
- Ensure all staff and trainers are trained in cultural awareness and safety, and inclusive practices
- Provide safe channels for reporting concerns
- Promote open communication and respectful behaviour
- Work with you to resolve issues confidentially and fairly
- Require staff to actively support a safe and inclusive space
- Regularly getting feedback from students and staff through informal discussions and chats to monitor their learning environment and identify any instances of discrimination, abuse, harassment, bullying, vilification, antisemitism or violence.

If something happens:

- You can report it confidentially
- We will investigate promptly
- We follow legal and mandatory reporting rules where necessary
- We handle all complaints through our Complaints and Appeals Policy

ROLES AND RESPONSIBILITIES

Staff Conduct – Vilification, Antisemitism and Discrimination

All Smartlink Training staff, trainers, assessors, administration personnel and authorised third-party providers are expected to act professionally and respectfully at all times and contribute to a safe, inclusive and supportive learning and working environment.

Smartlink Training does not tolerate any form of vilification, including antisemitism, racism or other behaviour that encourages hatred, serious contempt, intimidation or harassment towards individuals or groups based on religion, race, ethnicity, nationality, gender, disability, sexual orientation or any other protected characteristic.

Staff must treat all students, colleagues and members of the community with dignity, fairness and respect. Any behaviour that is discriminatory, abusive or inconsistent with Smartlink Training's values and policies will be taken seriously and addressed in accordance with Smartlink Training's Complaints and Appeals Policy, Staff Code of Conduct and disciplinary procedures.

Staff are also expected to actively support a respectful learning environment by:

- modelling respectful and inclusive behaviour
- responding appropriately to incidents of discrimination, harassment or vilification
- reporting concerns to the CEO or RTO Manager where necessary
- participating in professional development related to diversity, cultural awareness and inclusive practices.

Failure to comply with these expectations may result in corrective action in line with Smartlink Training's organisational policies and employment arrangements.

The CEO and or RTO Manager is responsible for:

- oversees this policy and ensures authorised third-party training providers and sites meet our standards
- considering student support needs during the course development process
- develops and implements support systems and strategies
- evaluating the effectiveness of student support provided

RTO Manager and or Student Support Officer or Trainer/Assessor are responsible for:

- providing orientation
- identify your needs and monitor your wellbeing
- developing and monitoring the Student Support Plan
- Assists with support plans and connects you to external help
- Shares accurate and timely support information
- Informing students why a reasonable adjustment is not appropriate or possible, as soon as practicable

The Administration team and or Student Support Officer is responsible for:

- providing students with information about support services
- providing referrals to external services
- referring students to the CEO

Trainers/Assessors and authorised third party providers (who deliver short courses only) are responsible for notifying the CEO of a student's support needs. They are also responsible for conducting course entry interviews (LLND Tests) and identifying student needs for short courses.

Smartlink staff are responsible for conducting the LLND Assessments for qualification courses.

During the induction process of our authorised third-party training partners (who deliver short courses only), Smartlink Training provides authorised third-party trainers with information on how to identify and support student wellbeing needs, including this document.

Smartlink Training's CEO is responsible for conducting periodic monitoring of our third-party delivery partners (who deliver short courses only) to ensure they continue to meet our standards and the revised standards for RTOs (2025).

This monitoring will be conducted as per our Third Party Agreement, Third Party Compliance Policy and Procedure, and Third Party Monitoring Checklist.

RECORD KEEPING

Evidence

- Attendance Register
- Student Support Plan
- Staff Register (induction, training and ongoing professional development records)
- Third-Party Monitoring Checklist

STANDARDS AND REFERENCES

Relevant Policies and Documents

- Complaints and Appeals Policy
- Risk Management Policy
- Third party arrangement Policy
- Student Handbook
- External Support Referrals

Relevant Laws and Standards

- 2025 Standards for RTOs
- Disability Standards for Education 2005
- Equal Opportunity Act 2010 (VIC)
- Racial Discrimination Act 1975 (Cth)
- National Principles for Child Safe Organisations