



Learner Inclusion and Support Policy

Scope

This policy applies to all staff and students, within the training delivery business units of the Electrotechnology Training Institute Limited, trading as College of Electrical Training and Equip-Safe (herein referred to as ETI).

Purpose

ETI is committed to providing an inclusive, culturally safe, fair and supportive training environment. This policy ensures that students of all backgrounds are supported to succeed in their learning and achieve positive outcomes, as per the Standards for NVR Registered Training Organisations (RTOs) 2025.

Our goal is to support diversity, inclusion and student wellbeing. We work to remove any barriers that may stop a student from starting, taking part in and/or completing their training.

Legislative and Regulatory Framework

This policy is informed by the following legislation and standards:

- Standards for NVR Registered Training Organisations (RTOs) 2025
- Vocational Education and Training Act 1996 (WA)
- Equal Opportunity Act 1984 (WA)
- Age Discrimination Act 2004 (Cth)
- Australian Human Rights Commission Act 1986 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Disability Services Act 1993 (WA)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Workplace Gender Equality Act 2012 (Cth)
- Fair Work Act 2009 (Cth)

ETI also acknowledges the **National Principles for Child Safe Organisations** as relevant guidance when working with learners under the age of 18.

Policy

ETI recognises and values the diversity of its students. We are committed to removing barriers to participation and making sure that all students, have fair opportunities to access, participate in, and successfully complete training.

Guiding Principles

Valuing and Respecting Diversity

- ETI recognises and responds to our student's diverse backgrounds and needs. Where appropriate, we adjust training and assessment to support students to achieve their learning goals and take the path that's right for them.

Fair Access, Participation, and Inclusive Learning at ETI

- ETI makes sure everyone has a fair opportunity to take part in training, no matter their age, gender, cultural background, religion, orientation, disability, geographic location, or life experience.
- Enrolment processes, support services, learning resources, and delivery modes are designed to break down barriers and increase participation.
- Training is designed at the appropriate length and level to meet each student's needs and help them succeed.
- Trainers and Assessors will work with students to provide extra support or reasonable adjustments where needed.
- ETI fosters a learning culture where staff and students actively contribute to a fair, inclusive, and safe environment.
- Staff and students are encouraged to raise concerns, address unfair treatment, and remain aware of unconscious bias or hidden barriers that may affect student participation.

Safe and Inclusive Environments Respecting Cultural and Religious Diversity

- ETI respects and values the cultural heritage and needs of our First Nations students.
- ETI is committed to creating culturally safe and inclusive environments, where students feel respected, supported and connected to culture, history, and traditions.
- ETI ensures that First Nations students are supported with culturally appropriate services.
- ETI promotes learning spaces that are inclusive, culturally and religiously respectful and free from racism, harassment, or discrimination.
- Flexibility is provided for learners with cultural or religious obligations.

Support for Students with Additional Needs

- Student support services are available to assist learners in reaching their learning goals.
- Students have many opportunities to let ETI know if they need support, including before or after enrolment.
- Where needed, reasonable adjustments are made to ensure learners with a disability, or a disadvantage, are supported to succeed.
- Staff will respond to student support requests promptly and appropriately.
- Support services are available to all students, including those under 18, with access to age-appropriate mentoring and guidance from staff trained in working with young learners.

Student Wellbeing

- ETI knows that student wellbeing affects how students learn and succeed, so it is built into how we teach, support, and run our classrooms.
- ETI staff actively monitor student progress and will assist any student requiring support by connecting them with appropriate services, either within ETI or through external agencies.
- ETI commits to providing additional measures for learners under 18, ensuring they are supported both emotionally and academically during their training.

Inclusive Marketing and Recruitment

- Marketing and enrolment processes are designed to be accessible and inclusive, reflecting ETI's diverse learner base and avoiding bias or exclusion.

Trained and Responsive Staff

- All ETI staff are supported to develop the skills and awareness needed to deliver inclusive training and assessment.
- Cultural awareness, disability confidence, and strategies for engaging diverse cohorts are embedded in staff development.
- Staff are encouraged to reflect on their own practices and proactively identify and remove barriers to access and learning, that may affect underrepresented or disadvantaged learners.
- Trainers and assessors are expected to tailor their training and assessment strategies to support individual learning needs. This means using different ways to deliver content - like videos, hands-on activities, or open discussions - to help suit a range of learning styles.
- When it comes to assessment, it's about making reasonable adjustments to *how* assessments are delivered, such as rephrasing a question or checking understanding through conversation. The goal is to give every learner a fair chance to access, engage with, and succeed in their training.

Clear and Responsive Complaints Mechanism

- ETI acknowledges its obligation to proactively prevent discrimination and remove systemic barriers, consistent with the positive duty requirements of national anti-discrimination legislation.
- ETI have fair and transparent processes for managing complaints related to discrimination or exclusion. Please refer to ETI's Learner Complaint, Grievance Resolution and Appeals Procedures on [Terms and Conditions/Policies | College of Electrical Training](#) or [Terms and Conditions | Equip-Safe](#).
- Learners are made aware of how they should be treated, and encouraged to raise concerns in a safe, supportive manner.

Ongoing Self-Assessment and Improvement

- ETI regularly reviews the inclusiveness and accessibility of its training and support systems.
- ETI actively collect learner feedback through surveys, reflective discussions, and informal check-ins at key points throughout the learning journey. This feedback is analysed and used to improve training delivery, support services, and inclusivity practices on an ongoing basis.
- Student feedback, participation data and staff input are used to improve equity-related practices and outcomes.

Disclosure and Support Pathways

At various stages - including enquiry, enrolment, induction, and throughout training - students are invited to confidentially share any support needs, including disability, cultural considerations, age-related or other needs. This helps us provide timely, appropriate, and inclusive support to ensure every student's experience is safe, supported, and meaningful.

Alignment with Organisation-Wide Equity Goals

This policy is reviewed in conjunction with the organisation's Diversity, Equity and Inclusion Policy to ensure consistent application of equitable principles across both operational and training functions.