

Diversity, Inclusion and Cultural Safety Procedure

Purpose

The purpose of this procedure is to explain how the Diversity, Inclusion and Cultural Safety Policy is to be applied and the requirements that employees and students are to adhere to when fostering a safe, inclusive, and culturally respectful learning environment. This procedure ensures that selectability Training supports the diversity of VET students, including students from culturally and linguistically diverse (CALD) backgrounds, Aboriginal and Torres Strait Islander communities, students with disability, and students from a wide range of ages, genders, religions, and identities. It outlines the steps required to create an environment that upholds principles of equity, respect, and cultural recognition while maintaining zero tolerance for discrimination, harassment, or exclusion on any grounds.

Scope

This procedure applies to:

- All VET students enrolled or intending to enrol at selectability Training
- All staff involved in training delivery, assessment, support, and administration
- Any third parties delivering services on behalf of selectability Training

Contractors, consultants, and volunteers interacting with VET students

Procedure Statement

Fostering a Safe and Inclusive Learning Environment

The following strategies are utilised to foster a safe and inclusive learning environment for all students:

Staff Awareness and Training

- All selectability Training staff receive induction and refresher training on inclusive practices, cultural awareness, and cultural safety.
- Trainers and Assessors are supported with inclusive teaching strategies that consider language, accessibility, learning preferences, and identity.

Inclusive Practices and Curriculum

- All marketing and student-facing materials reflect inclusive values and non-discriminatory language. Where appropriate to do so, marketing, branding, and communication strategies target under-represented groups to attract participation and inclusion in VET courses.
- Orientation sessions introduce students to diversity and inclusion expectations at selectability Training.
- The Code of Conduct includes expectations of respect, equity, and inclusion among students and staff.
- Delivery methods cater for diverse learning styles, including visual, verbal, practical, and self-directed approaches.
- Assessment tasks are flexible where possible, without compromising competency requirements.
- Students are consulted regarding communication needs and learning adjustment

- Students are consulted through optional learner profile forms at enrolment to identify preferred names, pronouns, access needs, or cultural considerations.

Student Code of Conduct

- Students are expected to treat others with respect and dignity.
- Any incidents of bullying, harassment, or discrimination are handled swiftly through the Feedback, Complaints & Appeals Procedure.

Facilities and Resources

- Learning spaces are accessible to students with mobility, sensory, or health needs.
- Gender-inclusive amenities and quiet rooms are provided where feasible.
- Visual signage and online materials reflect diversity and inclusion.

Trauma informed Practice

- Staff are briefed on trauma-aware learning strategies.
- Students can request flexible participation where trauma or wellbeing is affected.
- Sensitive topics are flagged in content with alternative learning options offered.
- Inclusion and cultural safety are planned and documented in the TAS for each training product.

Cultural Safety

- Acknowledgement of Country is embedded in formal events and ceremonies.
- Partnerships with local Aboriginal or Torres Strait Islander communities are established where possible.
- First Nations student voices are sought through surveys or advisory input.
- Recognise that cultural obligations may impact on engagement with learning and impact on assessment timing.

Culturally Safe Delivery

- Trainers and Assessors are provided with professional development in First Nations cultural awareness.
- Curriculum includes recognition of First Nations perspectives and cultural symbols where relevant.

Support Services for First Nations Students

- First Nations students are offered culturally appropriate support through internal services or external referrals.
- Where available, a First Nations Liaison or identified contact person is assigned.

Monitoring and Addressing Diversity and Inclusion Issues

- Feedback from students is reviewed regularly to identify barriers or areas for improvement.
- Adjustments to teaching or service delivery are implemented in response to student input.
- Students may raise concerns about discrimination or cultural safety via the selectability Training Feedback, Complaints and Appeals procedure.
- The Administration Officer and Compliance Officer ensure that such issues are addressed promptly and documented.
- All incidents and concerns are monitored and used to inform continuous improvement processes
- The feedback and complaints are monitored for continuous improvement of diversity, inclusion and cultural safety procedures.

Definitions

TAS	Training and Assessment Strategies, a document that describes the RTO's plans to deliver a training product
CALD	Culturally and Linguistically Diverse is a term used to describe people from non-English speaking backgrounds and/or born outside Australia in non-English speaking countries, highlighting the nation's diverse population.

Document Governance

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Related Documents And Legislation

Parent Policy / Framework
Link to Parent RTO policy
Related Documents
<ul style="list-style-type: none"> Student Code of Conduct Student Handbook Staff Induction Handbook Cultural Awareness Training Materials (for Staff) Industry Representative and Consultation Register Wellbeing Referral Register First-Nations-Engagement-Plan Diversity and Inclusion Feedback Survey Template Learner Profile Clause Feedback Register Quality Improvement Register
Legislation / Other instruments
Outcome 2 – VET Student Support, Division 3 – Diversity and Inclusion, Standard 2.5, National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth)
Related RTO Procedures
<ul style="list-style-type: none"> Student Information Procedure Student Support & Intervention Procedure Student Wellbeing Support Procedure AQF Certification Documentation and Records Procedure Student Code of Conduct Student Handbook

Aligning Standards

Child Safety Principles

1. Child safety and wellbeing is embedded in organisational leadership, governance, and culture
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously
3. Families and communities are informed and involved in promoting child safety and wellbeing
4. Equity is upheld and diverse needs respected in policy and practice
5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
6. Processes to respond to complaints and concerns are child focused
7. Employees and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
9. Implementation of the national child safe principles is regularly reviewed and improved
10. Policies and procedures document how the organisation is safe for children and young people

2025 RTO Standards

Outcome 2 – VET Student Support, Division 3 – Diversity and Inclusion, Standard 2.5

Document History

Version	Date	Review Notes	Officer
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