

Diversity and Inclusion Policy and Procedures

1. Purpose

This policy outlines National Training College of Australia (NTCA)'s commitment to creating and maintaining a learning environment that promotes and supports the diversity of all students, including international students, and ensures cultural safety for First Nations people. The policy complements NTCA's broader framework for student support, training support, reasonable adjustment, wellbeing, as well as complaints and appeals management detailed in separate policies.

2. Scope

This policy applies to all staff, contractors, and students (domestic and international) at NTCA, including third-party delivery sites.

3. Policy Statement

NTCA values diversity and commits to equity, inclusion and respect in all training and operational activities. The organisation fosters a culturally safe and inclusive environment for all students, staff and stakeholders—regardless of culture, ethnicity, gender, language, age, disability, religion, sexual orientation or visa status. Where NTCA decides to deliver training via blended modes, inclusive practices will extend to digital environments to ensure equitable access to learning resources, communications, and opportunities for community engagement for overseas students.

Guiding Principles: The policy is based on the following principles.

Equity and Access - All students have the right to equal access and participation.

Respect for Identity - Cultural, linguistic, gender, and ability diversity is valued and celebrated.

Cultural Safety for First Nations Peoples - The RTO environment actively supports and recognises the unique status of the First Nations People and respects their culture, knowledge, rights and safety.

Zero Tolerance for Discrimination - Discrimination, harassment or exclusion on any grounds is not tolerated.

4. Procedure

The following procedures ensure the commitment to diversity, inclusion and cultural safety at NTCA.

4.1 Inclusive Marketing and Communication

- NTCA ensures that all promotional materials and communications reflect the diversity of its student and staff community and are free from stereotypes or bias.
- Marketing strategies are inclusive of under-represented groups, including women in non-traditional trades, First Nations people, people with disability, and students from culturally and linguistically diverse (CALD) backgrounds.
- Communications for international students are culturally appropriate and clear.

4.2 Equitable and Inclusive Enrolment Practices

- The enrolment process provides opportunities for students to disclose personal, cultural or support needs via the ***Student Enrolment Form***.
- Enrolment systems respect cultural and gender diversity and welcome all students into a learning environment that acknowledges and values individual identities.
- Students are supported to meet cultural or religious obligations where reasonable and appropriate, ensuring they can participate fully in enrolment processes.

4.3 Fostering an Inclusive and Safe Environment

NTCA team recognizes and supports students with cultural, age, sexual and linguistic diversity and fosters inclusive, respectful and culturally responsive environment. This includes:

- Ensuring that the students are welcomed through a culturally appropriate orientation and induction practices and via information shared within ***Student Code of Conduct***.
- Introducing the students to diversity and inclusion expectations at NTCA via the Student Code of Conduct which includes expectations of respect, equity, and inclusion among students and staff.
- Use of inclusive teaching strategies and delivery methods that consider accessibility issues, learning preferences, and identity.

- Adapting training delivery to suit diverse learning needs, acknowledging traditional knowledge systems, accommodating cultural and religious obligations by offering flexibility in training and assessment where appropriate without compromising learning outcomes.
- If NTCA introduces online or blended delivery, inclusive strategies will ensure digital access and culturally appropriate online engagement.

4.4 Safe Practices for First Nations People

NTCA ensures the staff engages respectfully with local First Nations communities. This includes:

- Acknowledging traditional lands and observing cultural protocols during official events and formal meetings.
- Partnerships with local Aboriginal or Torres Strait Islander communities where possible.
- Where required, First Nations students are referred to culturally appropriate support services.
- Seeking First Nations student voices through surveys or other feedback.

4.5 Staff Capability and Responsibility

- All NTCA staff go through cultural and diversity awareness training when they join the team and are inducted via a **Staff Induction Pack**.
- NTCA management team ensures that staff understand how to respond to disclosures of discrimination or harassment and how to escalate concerns.
- NTCA training team is supported with training for inclusive teaching strategies and diverse class management protocols.
- NTCA provides ongoing professional development for all staff, including training that may include but is not limited to:
 - Cultural awareness and responsiveness
 - Unconscious bias and inclusive language
 - Anti-discrimination principles
 - Adapting delivery to support diverse cohorts

These initiatives equip NTCA staff to uphold inclusive and equitable practices and are recorded in the **Staff Professional Development Logs**.

Standard Operating Procedure: Diversity, Inclusion and Cultural Safety Assurance

Step	Procedure Description	Responsible Person(s)	Supporting Documents
1	Ensure that all marketing and promotional materials reflect student and staff diversity and are free from stereotypes or bias.	Marketing Officer / RTO Manager	<i>Marketing and Advertising Policy and Procedures</i> , Marketing Material Review Checklist, Website and Social Media Content
2	Provide culturally appropriate communications for international students and ensure enrolment forms allow for disclosure of support needs.	Admin & Student Support Officers	Student Enrolment Form, Pre-Enrolment Review Checklist
3	Ensure orientation practices are culturally respectful and include information about diversity expectations and student conduct.	Admin & Student Support Officers	Orientation Presentation, Student Code of Conduct
4	Adapt teaching delivery and assessment practices to accommodate diverse learning needs, preferences, and cultural obligations.	Trainers and Assessors	<i>Training Support and Reasonable Adjustment Policy and Procedures</i> , TAS, LLND Assessment and Support Guide
5	Acknowledge traditional lands and follow local First Nations protocols during formal events or meetings; develop partnerships with local Aboriginal and Torres Strait Islander communities where possible.	CEO, RTO Manager	Event and Meeting Guidelines

6	Refer First Nations students to culturally appropriate services and actively seek their feedback through surveys or informal channels.	RTO Manager, Student Support Officer	Student Feedback Forms and Surveys
7	Provide induction and ongoing professional development to all staff on inclusive teaching, unconscious bias, and cultural responsiveness.	RTO Manager, Compliance Coordinator	Staff Induction Pack, Staff PD Log
8	If NTCA delivers training online or in blended modes, ensure students have equitable access to resources, inclusive communications, and opportunities for community engagement.	RTO Manager, Compliance Coordinator & Student Support Officer	Orientation Presentation, Student Portal

5. Supporting Documents

- Student Enrolment Form
- Pre Enrolment Review Checklist
- Orientation Presentation
- Student Code of Conduct
- Staff Induction Pack
- Staff Code of Conduct
- Staff Professional Development Log

6. Related Policies

- Student Information Policy and Procedures
- Marketing and Advertising Policy and Procedures
- Student Enrolment and Written Agreement Policy and Procedures

- Student Support and Wellbeing Policy and Procedures
- Training Support and Reasonable Adjustments Policy and Procedures
- Feedback, Complaints and Appeals Policy and Procedures
- VET Workforce Management Policy and Procedures
- Leadership and Accountability Policy and Procedures

7. Roles and Responsibilities

CEO: Leads and promotes inclusive values across the organisation.

Admin & Student Services: Facilitate inclusive enrolment and orientation processes.

RTO Manager: Oversees implementation of inclusive practices and continuous improvement.

Trainers and Assessors: Deliver inclusive training and respond to diverse student needs.

8. Legislative Background

This policy is guided by the following legislative and regulatory frameworks:

- Standards 2.5 of the Outcome Standards for NVR Registered Training Organisations 2025 under the National Vocational Education and Training Regulator Act 2011 (Cth).
- Standards 6 and 8.22 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) under the Education Services for Overseas Students Act 2000 (ESOS Act).
- Relevant Commonwealth and State/Territory legislation, including but not limited to the Racial Discrimination Act 1975, Sex Discrimination Act 1984, Disability Discrimination Act 1992, Fair Work Act 2009, and relevant State-based equal opportunity and anti-discrimination legislation.

9. Monitoring and Improvement

This policy is reviewed annually or earlier in response to changes in regulatory requirements or audit outcomes.

Review activities including, audit findings, and student, trainers & assessors as well as industry feedback.