EmployEase
by Healthcare Australia

RTO No. 6832

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Diversity, Inclusion and Cultural Safety Policy and Procedures

POLICY CODE: QA2.5
Related Outcome Standard: 2.5

Purpose

The purpose of this policy is to ensure that Employ-Ease fosters a safe, inclusive, and culturally respectful learning environment that supports the diversity of VET students, including but not limited to 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

Legislative Background

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).

Scope

This policy applies to:
- All VET students enrolled or intending to enrol at Employ-Ease.
- All staff involved in training delivery, assessment, support, and administration.
- Any third parties delivering services on behalf of Employ-Ease.
- Contractors, consultants, and volunteers interacting with VET students.

Policy Statement

Employ-Ease embraces the diversity of its VET student community and is committed to creating a safe, inclusive, and culturally respectful learning environment for all students. Employ-Ease recognises that a diverse cohort enriches learning and upholds principles of equity, respect, and cultural recognition.

This policy and associated procedures are built 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 learning environment actively supports cultural recognition, understanding and safety.
- **Zero Tolerance for Discrimination**: Discrimination, harassment or exclusion on any grounds will not be tolerated.

Procedures

Fostering a Safe and Inclusive Learning Environment

- **Staff Awareness and Training**
  - All Employ-Ease staff receive training on inclusive practices and unconscious bias.
  - 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.

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- Orientation sessions introduce students to diversity and inclusion expectations at Employ-Ease.
- 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 preferred pronouns, communication needs, and learning adjustments.
- 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 Behaviour Misconduct 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**
  - Students can request flexible participation where trauma or wellbeing is affected.
  - Sensitive topics are flagged in content with alternative learning options offered.

Cultural Safety and Intersectionality

- Recognise how overlapping identities (e.g. culture, gender, disability) influence learner experiences.
- 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.

- **Culturally Safe Delivery**
  - Trainers and Assessors are provided with professional development in First Nations cultural awareness.
  - Curriculum includes recognition of First Nations perspectives where relevant.
  - First Nations notice and Acknoledgment visibly displayed in training environments.

- **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

- Diversity and Inclusion Feedback Survey is conducted annually.
- 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 Employ-Ease Feedback, Complaints and Appeals procedure.
- The Student Support and Placement Manager 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.

Responsibilities

- **National Operations Manager**: Leads strategic commitment to diversity and cultural inclusion.
- **National Operations Manager**: Oversees implementation of inclusive practices across operations.
- **Student Support and Placement Manager**: Supports staff in inclusive delivery and monitors classroom climate.
- **Trainers and Assessors**: Create inclusive learning spaces and identify support needs.
- **Student Support and Placement Manager**: Acts as point of contact for students needing culturally safe or inclusive support.
- **National Operations Manager/External Compliance Consultant**: Ensures alignment with legislative and regulatory inclusion requirements.
- **All Staff and Students**: Act respectfully, contribute to a safe environment, and report concerns.

Supporting Documents

- Orientation Presentation
- 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
- Reasonable Adjustment Register

Related Policies

- QA2.1 Student Information Policy and Procedures
- QA 2.3 & 2.4 Training Support Needs and Reasonable Adjustment Policy and Procedures
- QA2.6 Student Wellbeing Support Policy and Procedures
- CR 2.9 – 2.11 AQF Certification Documentation and Records Policy and Procedures
- Student Code of Conduct
- Student Handbook

Operational Procedure Table: Diversity and Inclusion

Action	Responsible Staff	Supporting Document	Timing/Frequency	Compliance Mapping (Standard 2.5)
Provide cultural competence training to staff	Student Support and Placement Manager	Staff Induction, Training Records	At induction and annually	2.5(b) – Ensures inclusive

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				practice and awareness of diversity
Develop inclusive materials and orientation content	Marketing Officer, Student Support and Placement Manager	Marketing Collateral, Orientation Plan and Presentation	At course promotion and intake	2.5(a), 2.5(b) – Promotes fair, inclusive communication and materials
Promote cultural safety at orientation and in delivery	Trainers and Assessors, Student Support and Placement Manager	Orientation Slides, Acknowledgement of Country Guide	At orientation and each term	2.5(b), 2.5(c) – Creates safe, culturally aware learning environments
Monitor and respond to inclusion concerns	Student Support and Placement Manager	Complaints Register	Ongoing	2.5(d) – Concerns are tracked, addressed and responded to
Engage with First Nations community	National Operations Manager, Student Support and Placement Manager	Stakeholder Register, Community Consultation Notes	Annually or as required	2.5(c), 2.5(e) – Culturally appropriate support and continuous improvement

Document Control

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