

RTO POLICIES AND PROCEDURES

QUALITY AREA 2: VET STUDENT SUPPORT

DIVISION 3 – DIVERSITY AND INCLUSION

RELEVANT STANDARDS 2.5

Document code:	Q2-D3-Diversity-Policy
Version / Status:	2025-01-00 (Approved)
Next mandatory review:	01 Jul 2027
Owner / Approver:	CEO
Location in Register:	Complyhub



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Section 1: Purpose

This policy outlines how Newcastle Rescue and Consultancy Pty Ltd supports diversity, equity, access and inclusion in all aspects of its operations. It ensures compliance with Standard 2.5 of the Outcome Standards for RTOs (2025) and promotes culturally safe, inclusive and accessible practices for all learners.

Section 2: Scope

This policy applies to:

- All staff, contractors and third-party providers engaged by Newcastle Rescue and Consultancy Pty Ltd
- All VET students (including prospective, current, and past)
- All training and assessment activities, marketing, enrolment, support services and feedback mechanisms

Section 3: Key Compliance Requirements

This policy ensures compliance with:

- Standards for RTOs 2025: Standard 2.5
- ASQA Practice Guide – Diversity and Inclusion
- [Disability Discrimination Act 1992](#)
- [Disability Standards for Education 2005](#)
- [Racial Discrimination Act 1975](#)
- [Sex Discrimination Act 1984](#)
- [Fair Work Act 2009](#)

Section 4: Policy Statement

Newcastle Rescue and Consultancy Pty Ltd values the diversity of its student cohorts and workforce and is committed to ensuring:

- Equitable access to training and support services
- Culturally safe and inclusive learning environments
- Early identification and removal of barriers to participation and progression
- Responsive systems that reflect the needs of different learner cohorts, including First Nations people, people with disability, culturally and linguistically diverse learners, and others facing disadvantage

Section 5: Procedures

5.1 Supporting Inclusive Practices and Removing Barriers

#	Responsible	Action	Supporting Tool / Record	Std
1	Student Support	Identify needs through enrolment interviews and LLN reviews	Enrolment Form, LLN results	2.5(a)
2	Trainer / Assessor	Observe/report barriers; apply and document adjustments	Student File, Adjustment Record	2.5(a)(b)
3	Operations Manager	Consult with cultural groups to identify systemic barriers	Consultation Logs	2.5(a)
4	All Staff	Direct diversity-related complaints to Q2.D5 Complaints process	Complaints Policy	2.5(b)(c)

5.2 Student Feedback and Reporting

#	Responsible	Action	Supporting Tool / Record	Std
5	Student Support	Inform students about feedback channels at enrolment	Orientation Materials	2.5(b)
6	Student	Submit feedback via informal (anonymous form) or formal (complaints) channels	Feedback Form, Q2.D5	2.5(b)(c)
7	Trainer / Assessor	Escalate diversity-related feedback to Compliance	Staff Notes, Email	2.5(c)
8	Operations Manager	Review feedback trends; take improvement action	OFI Register	2.5(d)

5.3 Staff Training: Cultural Competency and Inclusion

#	Responsible	Action	Supporting Tool / Record	Std
9	Operations Manager	Schedule and track mandatory annual training	Training Calendar, LMS Report	2.5(c)

#	Responsible	Action	Supporting Tool / Record	Std
10	All Staff	Complete training sessions or approved self-paced modules	Certificate, LMS Dashboard	2.5(c)
11	Operations Manager / CEO	Review training content annually	Course Outline, PD Feedback	2.5(c)

5.4 Leadership and Governance

#	Responsible	Action	Supporting Tool / Record	Std
12	CEO	Appoint Diversity & Wellbeing Officer	Staff Register	2.5, 2.6
13	Operations Manager	Embed D&I principles into recruitment	Interview Guide, PDs	2.5
14	Operations Manager	Ensure First Nations cultural safety in learning environments	Meeting Notes, TAS	2.5
15	Operations Manager	Conduct annual Inclusion Self-Review and present findings	Self-Review Tool	2.5, 4.4

5.5 Inclusive Practice Implementation

#	Responsible	Action	Supporting Tool / Record	Std
16	Operations Manager	Complete and review Implementation Checklist annually	Inclusive Practice Checklist	2.5
17	Student Support / Trainer	Refer students for adjustment support	Adjustment Referral + Plan	2.4, 2.5
18	Operations Manager	Deliver Cultural Safety Briefings annually	Staff Briefing Sheet	2.5, 3.1

5.6 Training Delivery & Induction

#	Responsible	Action	Supporting Tool / Record	Std
19	Trainers / Assessors	Include diverse examples and complete Inclusive Lesson Plans	Q2.D3 Lesson Plan, Session Plan	2.5
20	Operations Manager	Implement adjustments for access/cultural/support needs	Training Support Schedule, Adjustment Plan	2.4, 2.5
21	Operations Manager	Embed inclusion framework in handbooks and validation tools	Handbook Templates, Validation Process	2.5

5.7 Plan Development

#	Responsible	Action	Supporting Tool / Record	Std
22	Operations Manager	Draft, consult, and finalise Disability and First Nations Inclusion Plans	Consultation Records, Plan Templates	2.4, 2.5
23	Operations Manager	Establish annual review and implementation schedule	Annual Review Schedule	2.4, 2.5

5.8 Monitoring and Continuous Improvement

#	Responsible	Action	Supporting Tool / Record	Std
24	Operations Manager	Establish and track D&I KPIs quarterly	KPI Dashboard	2.5, 4.4
25	Operations Manager	Distribute and analyse Inclusive Learning Feedback Surveys	Feedback Survey	2.5, 2.6
26	Operations Manager	Log improvement actions in OFI tab from feedback/audits	Q4.D3-Governance Register.xlsx/OFI tab	2.5, 4.4

Section 6: Evidence and Records Matrix

Record	Location	Retention Period	Responsibility
Inclusion Referral Form	Wisenet → Student Record	2 years post-completion	Operations Manager

Record	Location	Retention Period	Responsibility
Training Adjustment Plan (Q2.D2)	Wisenet → Documents	2 years post-completion	Trainer / Operations Manager
OFI related to Inclusion	Q4.D3-Governance Register.xlsx / OFI tab	5 years	Operations Manager
Learner Cohort Profiles	Wisenet	5 years	Operations Manager
TAS Inclusive Design Notes	TAS Folder	5 years	Trainer/Assessor
Cultural Training Records	Q4.D3-Governance Register.xlsx / PDR tab	7 years	Operations Manager
Designation of Diversity & Wellbeing Officer	Human Resources Folder	Duration of employment	Operations Manager
Q2.D3 – Diversity and Inclusion Self-Review Audit Tool	Quality Review Folder	5 years	Operations Manager
Q2.D3 – Diversity and Inclusion KPI Dashboard	Quality Review Folder	5 years	Operations Manager
Q2.D3 – Inclusive Lesson Plan	Trainer Folder / Wisenet	2 years post-completion	Trainer/Assessor
Q2.D3 – Inclusive Practice Implementation Checklist	Quality Review Folder	5 years	Operations Manager
Q2.D3 – Student Adjustment Referral Form	Wisenet → Student Record	2 years post-completion	Operations Manager
Q2.D3 – Cultural Safety Staff Briefing Sheet	Induction Resources / PDR tab	Duration of employment	Operations Manager
Q2.D3 – Inclusive Learning Experience Feedback Survey	Wisenet / Feedback Archive	2 years	Operations Manager

6.1 How to Use Supporting Forms and Tools

Tool	When to Use	How to Implement
Inclusive Practice Implementation Checklist (Appendix 1)	Annually by Compliance Manager and during new trainer induction	Review checklist with each trainer. Discuss any ✗ or ⚠ items in a team meeting and assign actions. Save to Quality Review Folder.
Inclusive Lesson Plan	Every unit delivery (Trainer/Assessor)	Download from Wisenet. Complete with inclusive strategies and diverse examples. Post-delivery, reflect and update plan. Upload to Trainer Folder.
Student Adjustment Referral Form	When a student discloses disability, trauma or support needs	Used by Operations Manager or trainer. Complete collaboratively with the student, then use it to inform adjustments in the TAP (Q2.D2). Store in Wisenet.
Inclusive Learning Experience Feedback Survey (Appendix 2)	Once per term or at course midpoint	Distribute survey to students via Wisenet. Collate responses. Summarise feedback themes in Procedure 4 and use in OFI actions.
Cultural Safety Staff Briefing Sheet	Upon staff induction and annually in PD	Review in team meeting. Ensure all staff understand First Nations inclusion expectations. Upload signed copy or record PD completion in PDR tab.
Diversity & Inclusion Self-Review Audit Tool (this document)	Annually	Operations Manager completes in consultation with stakeholders. Attach to Q4.D3-Governance Register.xlsx and present results to Leadership.
Diversity & Inclusion KPI Dashboard	Quarterly by Operations Manager	Use to track support service use, representation and feedback scores. Update after feedback surveys and log actions in OFI tab.

Section 7: Roles and Responsibilities (RACI Table)

Activity	Responsible	Accountable	Consulted	Informed
Develop diversity and wellbeing initiatives	Wellbeing Officer	Operations Manager	Trainers, Students	CEO

Activity	Responsible	Accountable	Consulted	Informed
Deliver staff training	HR Manager	Operations Manager	Wellbeing Officer	All Staff
Review inclusive practices annually	Operations Manager	CEO	Staff, Students	ASQA
Manage student support plans	Student Support Officer	Operations Manager	Trainers	Students
Develop individual Inclusion Plans	Operations Manager	CEO	Stakeholders, First Nations Reps	All Staff
Identify barriers during enrolment	Student Support Officer	Operations Manager	Trainers	Compliance Manager
Implement and record reasonable adjustments	Trainer / Assessor	Operations Manager	Student Support Officer	Student
Deliver inclusive training and assessment	Trainer / Assessor	Training Manager	Operations Manager	Student
Undertake staff cultural competency PD	HR Manager	Operations Manager	Wellbeing Officer	All Staff
Monitor OFI and complaints for inclusion	Operations Manager	CEO	All Staff, Students	Governing Body

Section 8: Monitoring and Review Cycle

This policy will be formally reviewed annually, or earlier if:

- Legislative or regulatory changes occur
- Feedback from students or staff indicates concerns
- Significant non-compliance is identified through audit or OFI log trends

Section 9: Document Control History

Version	Date	Change Summary	Approved By
2025-01-00	1 July 2025	Initial release aligned to Outcome Standards 2025.	CEO

RTO Disability Access and Inclusion Plan (DAIP)

Purpose

To identify, implement, and review inclusive strategies that ensure equitable access for learners with disability to all RTO services, facilities, and opportunities for participation.

Key Outcomes

1. **Access** – Remove barriers to physical, digital, and communication access.
2. **Participation** – Enable full inclusion in training and assessment.
3. **Support** – Provide tailored adjustments and timely interventions.
4. **Capability** – Ensure all staff are confident in inclusive practices.
5. **Improvement** – Monitor and review progress to inform continuous improvement.

9.1 Disability Access and Inclusion Plan Actions

Focus Area	Action	Responsible	Evidence/Tool	Due Date
Facilities Access	Audit building/classroom access and signage	Operations Manager	Access Audit Tool	Ongoing
Digital Access	Ensure LMS is screen-reader and keyboard accessible	IT/Compliance	Accessibility Testing Report	Ongoing
Reasonable Adjustments	Maintain and review Q2.D2 Training Adjustment Plans	Student Support Officer	Training Adjustment Plan	Ongoing
Communication	Offer alternate formats for key documents (audio, large print)	Administration	Document Format Log	Ongoing
Staff Training	Deliver PD on disability inclusion and legislation	CEO	PDR entry, PD Schedule	Annually
Learner Engagement	Invite feedback from learners with disability	Operations Manager	Inclusive Feedback Survey (Appendix 2)	Each Term
Continuous Improvement	Log access-related OFIs in Q4.D3-Governance Register.xlsx	Operations Manager	OFI Register	Quarterly

Review

This DAIP must be reviewed annually, with measurable progress reported to leadership. Outcomes and adjustments should be recorded in the Q4.D3-Governance Register.xlsx/OFI tab.

RTO Implementation Process for Fostering a Culturally Safe Environment for First Nations People

Purpose

To embed culturally safe practices that respect, reflect, and include First Nations learners, ensuring learning environments are free from bias and enable participation with dignity.

Inclusion Principles

1. **Visibility** – Embed cultural identity and acknowledgment visibly across all environments.
2. **Respect** – Build trust through cultural competence and meaningful engagement.
3. **Self-Determination** – Involve First Nations voices in design, delivery, and review.
4. **Ongoing Commitment** – Commit to long-term improvement and partnership.

9.2 Cultural Safety Implementation Actions

Principle	Action	Responsible	Evidence/Tool	Frequency
Visibility	Display Acknowledgment of Country and First Nations artwork	Operations Manager	Site Walkthrough Log	Term 1
Engagement	Partner with local Elders or Aboriginal community orgs	CEO / Operations Manager	MOU, Meeting Notes	Biannually
Curriculum	Incorporate First Nations perspectives into units where relevant	Trainers	Q1.D1 Session Plans	Ongoing
Cultural Capability	Facilitate annual cultural safety training for all staff	HR / Operations Manager	PDR Record	Annually
Feedback & Inclusion	Include culturally appropriate feedback tools	Student Support Officer	Inclusive Feedback Survey (Appendix 2)	Each Term

Review

This plan is to be reviewed at least every two years in consultation with First Nations stakeholders. Records must be maintained in Q4.D3-Governance Register.xlsx.

Instructions for Use:

- Replace placeholders (e.g. due dates, names) with RTO-specific details.
- Attach this plan to your Training and Assessment Strategy and include references in both the Student and Trainer Handbooks.



- Use this as a live document and log all updates and improvements into the Q4.D3-Governance Register.xlsx/OFI tab.