



# Practice Guide

## Diversity and inclusion

(Standard 2.5)

Ver 1.0  
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Outcome Standards for Registered Training Organisations

Quality Area 2 – VET Student Support

### What are the key concepts?

The following key concepts are covered in this practice guide:

#### Standard 2.5

- Inclusive marketing and enrolment
- Fostering an inclusive learning environment
- Cultural safety

### Achieving this Standard in practice

The following table lists examples of activities that may demonstrate compliance with the Standards, as well as risks to mitigate or control. These examples are not a complete list of every activity or risk, nor do all the activities listed need to be completed to achieve compliance. Rather, they are a guide and should be considered within the context, size, scale and student cohorts of your RTO's operations.

Standard 2.5: The learning environment promotes and supports the diversity of VET students.	
Performance indicators	Example activities and other considerations
An <b>NVR registered training organisation</b> demonstrates: <ul style="list-style-type: none"><li>a. it fosters a safe and inclusive learning environment for <b>VET students</b>; and</li><li>b. it fosters a culturally safe learning environment for First Nations people.</li></ul>	<ul style="list-style-type: none"><li>• Your organisation invests in creating a learning environment that is safe, accessible and welcoming of all students and is free from racism, discrimination or any other form of harassment.</li><li>• You can demonstrate how students are offered reasonable flexibility to allow them to meet their cultural obligations.</li><li>• You can demonstrate that your enrolment policies and practices, training environment, activities and materials, assessment processes, and <b>wellbeing support services</b> are culturally appropriate and inclusive.</li><li>• You can show how your organisation designs its marketing, branding and communication strategies to be inclusive and supportive of your various student cohorts. This may include specific strategies to attract under-represented groups to participate in your VET courses – for example, women in traditional trades.</li></ul>

	<ul style="list-style-type: none"> <li>You invest in your staff's understanding of socially inclusive training practices and working with diverse cohorts – for example by:             <ul style="list-style-type: none"> <li>developing trainers' ability to adapt their delivery methods to suit the characteristics of students from various backgrounds</li> <li>raising your staff's awareness of unconscious bias, racism and discrimination</li> <li>engaging staff in cultural awareness training.</li> </ul> </li> <li>You can show how your organisation actively fosters cultural safety for First Nations people. Some ways in which you might do this include:             <ul style="list-style-type: none"> <li>speaking with respect about First Nations culture, knowledge, systems and people</li> <li>recognising that First Nations people do not always have the same level of access to VET as non-Indigenous Australians, nor the same positive experience</li> <li>respectfully engaging with your local First Nations community to learn more about their history and culture</li> <li>making First Nations voices part of decision making in your organisation, including through engaging staff and industry experts from First Nations communities to deliver or review your training and assessment practices</li> <li>championing cultural awareness amongst students and staff.</li> </ul> </li> <li>You can show what actions you take to increase participation in VET from under-represented groups such as people with disability and First Nations people.</li> </ul>
	<p><b>Known risks to quality outcomes</b></p> <ul style="list-style-type: none"> <li>Lack of understanding of the diversity across your student cohorts.</li> <li>A generic approach or belief that all cultures require the same learning environment and/or support.</li> <li>Not engaging with a diverse range of cultures to assist with the development of operational policies, procedures and systems.</li> <li>Limited opportunities for staff to develop cultural awareness, or to learn strategies for managing unconscious bias and discrimination.</li> </ul>

## Self-assurance questions

1	How do you support and encourage participation by a diverse range of students, including those from under-represented groups?
2	How is your organisation perceived by the local First Nations community? Have you tested this?
3	How do you ensure your systems, policies, procedures and practices are inclusive and culturally safe?
4	What strategies do you have in place to prevent discrimination in your RTO and identify and respond to instances of discrimination where these occur?

5	What strategies do you have in place for preventing abuse, harassment or violence, and for dealing with such issues should they arise amongst your student cohort?
6	How do you support and build the cultural competence of your staff?
7	How do you monitor the learning environment to ensure it is inclusive, culturally safe and welcoming of students and staff?