**Inclusion, Diversity and Inclusion Framework**

**Maritime Safety Training**

**RTO ID: 90440**

# **Introduction**

This framework is designed to guide Maritime Safey Training in implementing practices that meet Outcome Standards 2.3 – 2.6 of the Standards for RTOs 2025 It supports the promotion of diversity, inclusion, and wellbeing among VET students by providing policies, strategies, and an implementation plan.

This document incorporates references to the "Inclusive Practice Implementation Checklist For RTOs " and the " Inclusive Learning Experience Feedback Survey"

## **Key Objectives**

1. Diversity and Inclusion (Standard 2.5):  
   Create a safe, inclusive learning environment that celebrates diversity and fosters cultural safety.
2. Wellbeing (Standard 2.6):  
   Identify the wellbeing needs of the student cohort and implement strategies to provide appropriate support.
3. Training Support (Standards 2.3 & 2.4):  
   Ensure students have reasonable access to training support and provide adjustments for students with disabilities to participate equitably in training and assessment.

# Meeting the Standards

1. **Diversity and Inclusion (Standard 2.5)**

## RTO Responsibilities

* Foster a culturally safe and inclusive learning environment.
* Ensure recruitment, training, and materials are free of bias, accessible, and inclusive for all students, including culturally and linguistically diverse (CALD) individuals, LGBTIQ+ communities, and neurodiverse learners.
* Actively address systemic barriers, discrimination, and unconscious bias.

## Implementation Steps:

* Develop and integrate culturally safe practices as outlined in the *"Inclusive Practice Implementation Checklist for RTOs " and the " Inclusive Learning Experience Feedback Survey"*
* Conduct diversity training for all staff.
* Regularly review and adapt policies and practices to increase accessibility and inclusivity.

1. **Wellbeing (Standard 2.6)**

## RTO Responsibilities:

* Assess the wellbeing needs of the student cohort and implement strategies to address mental, physical, and emotional health barriers.
* Provide clear pathways for students to access external support services, such as counselling or financial aid.

## Implementation Steps:

* Develop wellbeing programs and workshops to address common student challenges.
* Publish clear information for students about internal and external support services.
* Establish a feedback system to measure the effectiveness of wellbeing strategies and inform continuous improvement.

1. **Training Support (Standards 2.3 & 2.4)**

## RTO Responsibilities:

* Ensure students have access to trainers, assessors, and resources for timely support.
* Make reasonable adjustments for students with disabilities in line with the Inclusive Practice Implementation Checklist For RTOs (Appendix 1)

## Implementation Steps:

* Provide LLN (Language, Literacy, and Numeracy) support and assistive technologies.
* Maintain detailed individual support plans for students requiring adjustments.
* Monitor and evaluate the adequacy of support services for continuous improvement.
* Gather specific feedback fro VET Students in response to the support and wellbeing services provided by the RTO

# Policy Statement

# **Diversity, Inclusion, and Wellbeing Policy**

Policy Objective:  
To ensure a learning environment that celebrates diversity, provides equitable access to education, and supports the wellbeing of all students.

Scope:  
This policy applies to all RTO staff, students, trainers, and assessors.

## Policy Principles:

1. Respect the cultural identity, diversity, and individual circumstances of all learners.
2. Commit to fair and inclusive training practices that enable full participation.
3. Prioritise the physical and mental wellbeing of students to facilitate learning and engagement.

## Responsibilities:

* RTO leaders: Oversee implementation and compliance.
* Trainers and assessors: Embed inclusive practices in training and assessment delivery.
* Students: Engage with support services and communicate their needs where possible.

# Implementation Plan

## Leadership and Governance:

* Designate a Diversity and Wellbeing person/s to oversee this framework's implementation.
* Review governance policies to align with inclusivity and wellbeing priorities.
* Ensure staff and student recruitment processes are adapted to meet this framework.

## Training and Awareness:

* Deliver mandatory training for staff on cultural safety, inclusion, and mental health awareness.

## Process Integration:

* Embed this framework into operational procedures, student handbooks, and training plans.
* Incorporate the "Inclusive Practice Implementation Checklist For RTOs " and the " Inclusive Learning Experience Feedback Survey" into regular practices.

## Monitoring and Reporting:

* Ensure Overall VET Student Support in this Quality Area is discussed at monthly quality and compliance meetings.
* Establish benchmarks to measure inclusivity, support service uptake, and wellbeing outcomes.
* Use feedback loops and complaints management systems to identify improvement areas.
* Ensure feedback mechanisms include wellbeing, support and inclusive questions that can be considered and addressed
* Implement actions for continuous improvement in response to review outcomes.

# Appendices

## Appendix 1 Inclusive Practice Implementation Checklist For RTOs

* + 1. This document lists the different focus areas that the RTO will need to consider and implement to self-assure practices meet the Outcome Standards in Quality Area 2 – VET Student Support.

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| Inclusive Practice Implementation Checklist for RTOs | | |
| *For use in Trainer Induction, Team Meetings, or Quality Reviews* | | |
| Focus Area | Inclusive Practice/Action | ✔ |
| Enrolment & Onboarding | Use inclusive language and diverse imagery in all promotional materials |  |
| Offer assisted enrolment options (e.g. phone, in-person support) |  |
| Use a suitability checklist to identify LLND, disability, or wellbeing needs |  |
| Promote access to support services in student induction |  |
| Training Support (2.3 & 2.4) | Provide clear info on how/when students can access trainers and support |  |
| Offer regular progress check-ins, especially for at-risk learners |  |
| Make reasonable adjustments for learners with disability (format, timing, method) |  |
| Offer additional LLND or digital literacy support as needed |  |
| Diversity & Inclusion (2.5) | Acknowledge diversity in training content and case studies |  |
| Promote a zero-tolerance approach to discrimination or harassment |  |
| Provide access to prayer space, cultural leave, gender-neutral facilities |  |
| Train staff in cultural safety and unconscious bias |  |
| Wellbeing (2.6) | Offer a Wellbeing Services Guide to all students |  |
| Train staff in Mental Health First Aid or trauma-informed practice |  |
| Run workshops or events on resilience, wellbeing, and self-care |  |
| Refer to wellbeing support agencies when needs are identified |  |
| Assessment & Delivery | Allow flexible assessment methods (oral, visual, extended time) |  |
| Provide accessible formats (large print, Simple English, captioning) |  |
| Check assessments for cultural, gender, and ability bias |  |
| Validate assessments with input from diverse learner groups |  |
| Review & Improvement | Monitor complaints/appeals for equity-related issues |  |
| Collect specific feedback from diverse cohorts |  |
| Review and update inclusion practices regularly |  |
| Discuss inclusion and wellbeing in Q&C meetings |  |
| Outcome Standards for RTOs (2025): ✔ (Standard 2.3,2.4,2.5, 2.6) | | |

## Appendix 2. Inclusive Learning Experience Feedback Survey.

* + 1. This document is a survey specifically aimed at VET Students who have a declared disability, Diverse needs and First Nations people. The feedback collected from these surveys can guide the RTO and identify opportunities for improvement in their provision of support services.

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| **INCLUSIVE LEARNING EXPERIENCE FEEDBACK SURVEY** Survey for Learners with Disability, Diverse Needs, and First Nations Students | | | | | | | | | | | |
| Survey Use and Confidentiality Statement  Your feedback helps us improve the quality, safety, and inclusiveness of our learning environment. Responses will be anonymous unless you provide contact details for follow-up.  This information will be used to improve student support, inform staff development, and monitor compliance with the *Standards for RTOs 2025*. | | | | | | | | | | | |
| Part 1: About You (Optional – you may skip questions you do not wish to answer) | | | | | | | | | | | |
| Do you identify as (tick all that apply): | | | A person with disability or long-term health condition  Neurodiverse (e.g. ADHD, autism, dyslexia)  From a culturally or linguistically diverse background  LGBTQIA+  A First Nations person (Aboriginal and/or Torres Strait Islander)  Other diverse background or learning need: | | | | | | | | |
| What course are you enrolled in? | | |  | | | | | | | | |
| Mode of Study: | | | Full-time  Part-time  Traineeship / Apprenticeship  Short course or micro credential | | | | | | | | |
| Part 2: Safe and Inclusive Environment | | | | | | | | | | | |
| I feel safe and respected in my learning environment. | | | | | | Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree | | | | | |
| The RTO values and respects diversity (e.g. cultural, gender, disability). | | | | | | Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree | | | | | |
| Trainers and staff understand how to create a culturally safe and inclusive space | | | | | | Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree | | | | | |
| Have you ever felt excluded, discriminated against, or unsafe at the RTO? | | | | | | Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree | | | | | |
| Part 3: Accessibility and Support | | | | | | | | | | | |
| I was asked about any learning, cultural or support needs at the start of my course. | | | | | | Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree | | | | | |
| I know who to contact if I need learning or personal support. | | | | | | Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree | | | | | |
| Have you received any of the following support at this RTO? (tick all that apply) | | | | | | Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree | | | | | |
| Was the support you received helpful? | | | | | | Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree | | | | | |
| Part 4: Learning and Belonging | | | | | | | | | | | |
| I feel like I belong at this RTO. | | | | | | Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree | | | | | |
| My learning materials are accessible to me (e.g. plain English, visual aids, digital access, translated where needed). | | | | | | Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree | | | | | |
| My culture, background or identity is reflected and respected in the course content. | | | | | | Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree | | | | | |
| How can we improve inclusion or support at this RTO? (write some ideas if you have any) | | | | | | | | | | | |
|  | | | | | | | | | | | |
| Part 5: Consent for Follow-Up (Optional) | | | | | | | | | | | |
| Would you like someone from the RTO to follow up with you confidentially about your responses? | | | | Yes No  If yes, please provide us with your preferred contact method below | | | | | | |
| Name: |  | | | | | | | | | |
| Email: |  | | | | | | | | | |
| Phone Number: |  | | | | | | Date | | \_\_/\_\_/\_\_\_\_ | |
| Thank you for taking the time to complete this survey, it helps us to make improvements to our services. | | | | | | | | | | |
| Office use Only:  VET Student contacted and feedback discussed, and information shared with management | | | | | **Yes No** | | | | | |
| RTO Staff Member: | |  | | | | | | Date | | \_\_/\_\_/\_\_\_\_ |

The implementation of this framework will enhance student outcomes, foster a safe and inclusive learning environment, and support compliance with the Standards for RTOs.

Through proactive measures and continuous improvement, RTOs can lead the way in creating equitable opportunities for all learners.