

Diversity and Inclusion Policy and Procedure



1. PURPOSE AND COMMITMENT

SDG College Pty Ltd is committed to fostering a learning and working environment that is inclusive, respectful, equitable and culturally safe, where all individuals are valued and supported to participate fully in training and assessment.

The organisation recognises that diversity enhances learning outcomes by bringing a broad range of perspectives, experiences and cultural understanding. Accordingly, diversity and inclusion are embedded across all organisational practices, including enrolment, training delivery, assessment, student support, workforce practices and governance.

This policy ensures that:

- All learners are provided with equal access to training and assessment opportunities
- Barriers to participation are identified, minimised and appropriately supported
- Learning environments are safe, inclusive and free from discrimination
- Cultural diversity, including First Nations perspectives, is respected and supported
- Assessment practices remain fair, inclusive and accessible

SDG College Pty Ltd ensures that the learning environment promotes and supports the diversity of VET students and fosters a safe and culturally inclusive environment, including for First Nations people, in accordance with Standard 2.5 of the Outcome Standards for RTOs 2025.

2. POLICY PRINCIPLES

The organisation's approach to diversity and inclusion is guided by the following principles:

- **Respect:** All individuals are treated with dignity, fairness and respect regardless of background or identity
- **Equity:** Learners are provided with equitable access to opportunities, with adjustments made to support individual needs
- **Inclusion:** Learning environments are designed to ensure all learners feel safe, supported and able to participate
- **Cultural Safety:** Recognition and respect for First Nations peoples and culturally diverse communities
- **Accessibility:** Training and assessment are designed to accommodate diverse learning needs, including LLND and disability

3. INCLUSIVE LEARNING ENVIRONMENT AND PRACTICES

SDG College Pty Ltd ensures that inclusion is not limited to policy statements but is embedded in everyday learning and teaching practices.

An inclusive learning environment is actively created through:

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- Use of inclusive, respectful and non-discriminatory language across all communication
- Promotion of a zero-tolerance approach to discrimination, harassment or exclusion
- Delivery practices that recognise diverse learning needs, backgrounds and experiences
- Flexible approaches to training and assessment where appropriate

Learners are informed from commencement that the organisation values diversity and expects all participants to contribute to a respectful and inclusive environment.

Inclusive Learning and Assessment Framework

SDG College Pty Ltd ensures that all learning and assessment practices are designed and delivered in a manner that promotes inclusion, accessibility and equity for all learners. This framework supports the organisation's commitment to creating a learning environment where diversity is recognised, respected and actively embedded into training and assessment design.

The following framework outlines how inclusive practices are applied across key areas of training and assessment:

Area	Requirement	How It Is Implemented at SDG College Pty Ltd
Learning Materials	Learning and assessment resources must be inclusive, culturally appropriate and accessible to diverse learners	All learning materials and assessment tools are reviewed as part of the pre-assessment validation process to ensure they are free from bias, culturally respectful, and appropriate for learners from diverse backgrounds. Materials are designed to reflect real-world diversity and avoid exclusionary content.
Language Use	Language used in training and assessment must be clear, inclusive and accessible to all learners	Trainers and materials avoid jargon, idioms, slang and culturally specific expressions that may not be universally understood. Language is structured to support learners with varying LLND levels and uses inclusive, respectful terminology that avoids stereotypes or assumptions.
Representation and Inclusivity	Learning content must reflect diversity across cultural, social and individual differences	Case studies, scenarios, examples and visual materials are designed to represent a wide range of cultures, genders, age groups, abilities and backgrounds. This ensures learners can relate to the content and feel represented within the learning environment.
Assessment Practices	Assessment must be fair, equitable and accessible while	Assessment tasks are designed to allow multiple ways for learners to demonstrate competency. Reasonable adjustments are

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Area	Requirement	How It Is Implemented at SDG College
Delivery Approach	maintaining competency standards	provided where required, ensuring that learners are not disadvantaged, while maintaining the integrity of the training product and assessment requirements.
	Training delivery must be flexible and responsive to learner needs	Trainers adopt flexible delivery methods that consider individual learning styles, cultural backgrounds and LLND needs. Additional support, alternative explanations and tailored approaches are provided to ensure all learners can engage effectively in training.

SDG College Pty Ltd ensures that all learning and assessment practices are designed and implemented in a manner that promotes inclusivity, accessibility and fairness, while maintaining compliance with training package requirements and the Outcome Standards for RTOs 2025.

Inclusive practices, including reasonable adjustment, must not compromise the integrity of assessment or the competency requirements of the relevant training product.

Learners are informed of diversity and inclusion expectations, their rights, and available support services during enrolment, orientation and through the Student Handbook.

4. STUDENT SUPPORT AND EQUITY MEASURES

SDG College Pty Ltd recognises that learners come from diverse backgrounds and may require varying levels of support to successfully participate in training and assessment. The organisation is committed to ensuring that all learners are provided with equitable access to education through structured and responsive support systems.

Support is not provided reactively but is embedded throughout the learner lifecycle, beginning at the pre-enrolment stage. During enrolment, learners are supported to identify any individual needs, including language, literacy, numeracy and digital (LLND) requirements, personal circumstances, or learning challenges that may impact their ability to complete training. Based on this information, appropriate support strategies are implemented.

These may include tailored learning assistance, modified delivery approaches, additional resources, or structured academic and wellbeing support. Trainers and Student Support staff work collaboratively to ensure that learners are not disadvantaged and are provided with the opportunity to succeed.

Where required, reasonable adjustment is applied to assessment and training practices to accommodate individual needs. Adjustments are made in a way that supports the learner while ensuring that the integrity and requirements of the training product are maintained.

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Reasonable adjustment must not compromise the integrity of the training product or the competency requirements of the unit of competency.

This policy is implemented in conjunction with the Student Handbook, which provides students with clear information about their rights, responsibilities, support services, reasonable adjustment, and processes for reporting concerns related to diversity, equity and inclusion.

Learner needs are identified through enrolment processes, including LLND assessment, and appropriate support strategies are implemented and monitored throughout the learner lifecycle.

5. CULTURAL SAFETY AND FIRST NATIONS SUPPORT

SDG College Pty Ltd is committed to fostering a culturally safe and respectful learning environment for Aboriginal and Torres Strait Islander peoples, recognising their unique cultural identities, histories and contributions.

Cultural safety within the organisation goes beyond acknowledgement and is embedded in the way training is delivered, support is provided and relationships are built. The organisation actively works to ensure that First Nations learners feel respected, supported and empowered throughout their educational journey.

This includes recognising the importance of Acknowledgement of Country, respecting cultural values and perspectives, and ensuring that learning environments do not marginalise or disadvantage First Nations learners. The organisation acknowledges that systemic barriers may impact access and participation, and therefore provides additional support where required to assist learners in engaging with and completing their training.

Staff are expected to approach interactions with cultural awareness, sensitivity and respect. This includes being mindful of communication styles, building trust through respectful engagement, and addressing any instance of cultural insensitivity promptly and effectively.

Cultural safety is also reinforced through recognition of significant cultural events, such as NAIDOC Week, and through the inclusion of culturally appropriate practices and perspectives within the learning environment.

SDG College Pty Ltd ensures that culturally safe learning environments are actively promoted, maintained and continuously improved for First Nations learners in accordance with the Outcome Standards for RTOs 2025.

6. WORKFORCE DIVERSITY AND PROFESSIONAL DEVELOPMENT

The organisation recognises that an inclusive and diverse workforce is essential to delivering high-quality training and supporting a diverse learner cohort. As such, diversity and inclusion principles are embedded within recruitment, induction and ongoing professional development practices.

Recruitment processes are designed to encourage applications from individuals of diverse backgrounds and ensure that selection is based on merit, qualifications, skills and

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experience, free from bias or discrimination. This contributes to a workforce that reflects a broad range of perspectives and experiences.

All staff are introduced to the organisation's diversity and inclusion expectations during induction, ensuring a consistent understanding of organisational values and responsibilities. Ongoing professional development is provided to strengthen staff capability in areas such as cultural awareness, inclusive teaching practices, student wellbeing and support strategies.

The responsibility for implementing diversity and inclusion practices is shared across the organisation, with clear role expectations as outlined below.

Staff Responsibilities Framework

Role	Responsibility
CEO	Provides governance oversight, ensures compliance with standards and approves policy direction
General Manager	Monitors implementation of diversity practices and ensures operational alignment (non-academic oversight)
Trainers and Assessors	Deliver inclusive training and assessment and support diverse learner needs
Student Support Staff	Identify learner needs and coordinate appropriate support strategies

7. ANTI-DISCRIMINATION AND SAFE ENVIRONMENT

SDG College Pty Ltd is committed to providing a safe, respectful and inclusive environment for all learners and staff. The organisation adopts a zero-tolerance approach to any form of discrimination, harassment, bullying or exclusion.

All individuals have the right to participate in training and assessment without fear of prejudice or unfair treatment. Any behaviour that undermines this right is considered a serious breach of organisational expectations and will be addressed promptly and appropriately.

Learners and staff are encouraged to raise concerns or report incidents through the organisation's established Complaints and Appeals processes, ensuring that all matters are handled fairly, confidentially and in accordance with procedural fairness principles.

Any form of discrimination, harassment or exclusion is not tolerated and will be addressed in accordance with organisational policies, legislative requirements and principles of procedural fairness.

All concerns relating to discrimination, harassment or exclusion are managed in accordance with the organisation's Complaints and Appeals Policy and Procedure, ensuring procedural fairness and timely resolution.

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8. CONTINUOUS IMPROVEMENT AND MONITORING

SDG College Pty Ltd adopts a systematic approach to monitoring and improving diversity and inclusion practices to ensure they remain effective, relevant and aligned with learner needs.

Diversity and inclusion is not treated as a static policy area. Instead, it is continuously reviewed through multiple sources of information, including student feedback, staff input, validation outcomes and operational monitoring.

Where issues, barriers or opportunities for improvement are identified, they are formally recorded in the organisation's Continuous Improvement Register. Actions are then assigned, implemented and monitored to ensure that improvements are effective and sustainable.

Continuous Improvement Approach

Source of Input	Application
Student feedback	Identify barriers to participation
Staff feedback	Improve delivery practices
Validation processes	Improve assessment inclusivity
Monitoring activities	Ensure consistency and effectiveness

SDG College Pty Ltd ensures that diversity and inclusion practices are systematically monitored, evaluated and continuously improved to maintain a safe, equitable and inclusive learning environment.

9. PROCEDURE OVERVIEW

Diversity and inclusion are implemented through a structured and integrated process that operates across all areas of the organisation.

This process begins with inclusive recruitment and enrolment practices, ensuring that learners from diverse backgrounds are encouraged and supported to participate. During enrolment, learner needs are identified and appropriate support strategies are established.

Throughout training delivery, inclusive teaching practices are applied, and reasonable adjustments are made where required. Learners are supported through ongoing engagement with Trainers and Student Support staff to ensure their needs are met.

Assessment practices are designed and delivered in a way that is fair, accessible and inclusive, while maintaining the integrity of competency requirements. Following delivery, outcomes are monitored, and feedback is used to inform continuous improvement.

The General Manager provides operational oversight and monitoring of implementation, ensuring processes are followed consistently, while the Chief Executive Officer maintains governance responsibility for compliance and quality assurance. Trainers, Assessors and

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Student Support staff are responsible for implementing inclusive practices at the operational level.