



Diversity, Inclusion and Cultural Safety Policy and Procedures

POLICY

Related Outcome Standard: 2.5

**NATIONAL CODE OF PRACTICE FOR PROVIDERS OF EDUCATION AND TRAINING TO OVERSEAS STUDENTS
2018 (CTH).STANDARD 6**

Purpose

The purpose of this policy is to ensure that MCBT 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).

National code of practice for providers of education and training to overseas students 2018 (cth).standard 6

Scope

This policy applies to:

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

Policy Statement

MCBT embraces the diversity of its VET student community and is committed to creating a safe, inclusive, and culturally respectful learning environment for all students. MCBT 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 MCBT staff receive induction and refresher 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.
 - Orientation sessions introduce students to diversity and inclusion expectations at MCBT.
 - 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**
 - Staff are briefed on trauma-aware learning strategies.
 - 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 flags and symbols are 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 MCBT Feedback, Complaints and Appeals procedure.
- The Student Support Officer and Compliance Officer 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.