

# Student Diversity, Wellbeing and Inclusion Policy

Approved by: Chief Student and Community Officer

Approval date: 01 July 2025

## Acknowledgement of Country

In the spirit of reconciliation, TAFE NSW acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of Country throughout Australia and their connections to land, sea, and community. We pay our respect to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

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## Section 1. Purpose

- 1.1 This policy promotes student diversity, wellbeing, inclusion, and a strong sense of belonging, acknowledging these as foundational to student engagement, retention and progression in education and training at TAFE NSW.
- 1.2 It aims to create a safe and inclusive learning environment by identifying and mitigating risks that may impact on a student's physical, psychological, emotional, cultural, social and/or financial wellbeing.
- 1.3 TAFE NSW supports the holistic wellbeing of all students by:
  - a. ensuring equitable access to internal student support and wellbeing services and referral to external support and wellbeing services where required
  - b. ensuring a safe and healthy environment for students, third parties and visitors at all TAFE NSW physical and online locations, as well as other workplaces and delivery locations associated with TAFE NSW
  - c. fostering an inclusive environment that welcomes and values students from all communities and backgrounds
  - d. recognising the intersectional needs of students.
- 1.4 TAFE NSW is committed to creating a culturally safe, inclusive, and respectful learning environment where every student feels valued and protected from discrimination or harassment. We place particular emphasis on supporting Aboriginal and Torres Strait Islander students, as well as those from culturally and linguistically diverse (CALD) backgrounds. Our commitment is to ensure that our educational spaces reflect the rich diversity of our communities and foster equity, understanding, and a strong sense of belonging for all.
- 1.5 This policy aligns with organisational priorities and relevant regulatory and legislative requirements including:
  - a. [Anti- Discrimination Act 1977](#)
  - b. [Australian Qualifications Framework \(AQF\)](#)
  - c. [Children's Guardian Act 2019](#)
  - d. [Disability Discrimination Act 1992](#)
  - e. [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
  - f. [National Vocational Education and Training Regulator \(Outcome Standards for NVR Registered Training Organisations\) 2025](#)
  - g. [Standards for Registered Training Organisations Credentials Policy \(2025\)](#)
  - h. [Standards for Vocational Education and Training \(VET\) Accreditation courses 2021](#)
  - i. [Technical and Further Education Commission Act 1990](#)

- j. TAFE NSW Action Plans and any other relevant licensing, contractual and regulatory requirements.

## Section 2. Scope

### In Scope

- 2.1 This Policy applies to all students enrolled at TAFE NSW, and all staff including contractors and third-party providers delivering training and assessment services on behalf of TAFE NSW, regardless of location.

### Out of Scope

- 2.2 TAFE NSW staff should read this policy in conjunction with the TAFE NSW Diversity and Inclusion Policy (Staff) to fully understand their responsibilities as a TAFE NSW employee.

## Section 3. Principles

- 3.1 The culture of supporting diversity, wellbeing and inclusion is embedded across all levels of the organisation.
- 3.2 TAFE NSW is committed to creating an inclusive and safe environment that reflects the diverse background of our student community.
- 3.3 Student support and wellbeing services, including those provided by third parties, are committed to eliminating barriers and promoting equitable participation, ensuring all students receive the support they need to fully participate in their education, regardless of their individual circumstances or challenges.
- 3.4 TAFE NSW encourages and seeks feedback on the accessibility, usage, and impact of its student support and wellbeing services to ensure they meet the evolving needs of our diverse student community. Feedback channels have been designed to empower all students to safely and confidently share their experiences and perspectives on the effectiveness of our services.
- 3.5 Student support and wellbeing services ([see 5.1](#)) are designed to be inclusive and accessible, addressing structural, cultural, and systemic barriers that impact students' physical, psychological, emotional, cultural, and financial wellbeing.
- 3.6 Students are informed about the range of internal student support and wellbeing services available and are assisted in accessing these. Students are also supported through referral to external support services where required.
- 3.7 Student support and wellbeing services incorporate cultural and age-appropriate practices and actively engage and collaborate with external community organisations.
- 3.8 Student support and wellbeing services are easily accessible to all students, including those who may have physical, psychological, or language barriers. This may involve providing services in multiple formats, translation services, or ensuring accessibility for students with disability.

- 3.9 TAFE NSW staff are trained to refer students to appropriate support for wellbeing concerns. Students have access to timely support when required, with clear protocols for responding quickly to wellbeing concerns, particularly in crisis situations.

## Section 4. Additional policy requirements

- 4.1 TAFE NSW student support and wellbeing services respect the confidentiality of students' personal information and ensure that any data related to wellbeing concerns is handled sensitively and in accordance with privacy laws and the [Privacy Policy](#).
- 4.2 Training methods, assessment, and learning materials are designed to meet the diverse needs of students by being accessible, supportive, flexible and inclusive. Information on how TAFE NSW ensures continuous improvement is outlined in the [Course Design, Development and Review Policy](#).
- 4.3 TAFE NSW promotes an inclusive learning environment by actively preventing and addressing all forms of discrimination, racism, harassment and bullying to safeguard the wellbeing and dignity of every student.

## Section 5. Student Support and Wellbeing Services

- 5.1 TAFE NSW offers a range of support services, including but not limited to:
- a. Counselling services for emotional, psychological, health and wellbeing concerns
  - b. Same day counselling services for urgent support
  - c. Payment options to support students in managing their student fees
  - d. Education and career planning
  - e. Connections with employers and employment seminars
  - f. Access to Work Development Orders to assist in paying off fines
  - g. Academic support to help students manage study-related stress or learning challenges
  - h. Library services including access to reference materials, social and study spaces
  - i. Referrals to external services for specialised support, such as housing assistance, financial stress support, legal aid, domestic violence or family support
  - j. Aboriginal student support providing holistic assistance across all study modes and learning experiences
  - k. Multicultural services and support
  - l. Disability support services including reasonable adjustment
  - m. Children's Centres (long day care services)
  - n. Foundational and study skills support
  - o. Orientation sessions.

## Section 6. Responsibilities

6.1 This section outlines the positions or teams that have responsibilities within the policy.

Position	Responsibility
Chief Student and Community Officer (Accountable Officer)	Oversight of the development, review and amendment of this policy, with the authority to approve revisions to the policy to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Executive Director Student and Campus Services (Responsible Officer)	Support the Accountable Officer in the development, monitoring, review and amendment of this policy, to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
TAFE NSW staff and third parties engaged by TAFE NSW	<ul style="list-style-type: none"> <li>Adhere to the requirements of this policy and related policies and procedures to support student diversity, wellbeing, and inclusion.</li> <li>Regularly engage and obtain feedback from students, employees, support services and networks to determine future diversity, wellbeing and inclusion priorities and improvement opportunities.</li> </ul>
Students	<ul style="list-style-type: none"> <li>Adhere to TAFE NSW policies and procedures.</li> <li>Provide feedback on services, as required.</li> </ul>
Trainer, Assessor and Teacher	Prepare and deliver education, training and assessments in line with TAFE NSW policies and procedures and regularly engage in review and improvement processes related to education, training and assessment.

## Section 7. Monitoring

- 7.1 The Responsible Officer or their delegate will monitor the effectiveness of, and feedback received relating to this policy and take action to ensure its continued improvement and adherence to the legislative requirements.
- 7.2 The Responsible Officer will coordinate a formal review of this policy every two years or where a change to legislation or organisational structure necessitates a review.

## Section 8. Where to get help

- 8.1 Students may seek further information from their teachers, course coordinators, customer service staff, campus services staff and student support services.
- 8.2 Further information about student support and wellbeing services can be found on the TAFE NSW website.
- 8.3 Students can access the [Safe Zone App](#) to help with safety matters on campus.

- 8.4 Students and staff can access [TAFE NSW WHS Policy](#).
- 8.5 Feedback and complaints are managed in accordance with the [TAFE NSW Customer Complaints and Feedback Policy](#).

## Section 9. Governance information

Governance	Details
Legislation, regulations, and standards	<p>This policy is governed by:</p> <ul style="list-style-type: none"> <li>- <a href="#">Australian Qualifications Framework (AQF)</a></li> <li>- <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a></li> <li>- <a href="#">National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) 2025</a></li> <li>- <a href="#">Standards for Registered Training Organisations Credentials Policy (2025)</a></li> <li>- <a href="#">Standards for Vocational Education and Training (VET) Accreditation courses 2021</a></li> <li>- <a href="#">Technical and Further Education Commission Act 1990</a></li> </ul>
Related documents	<p>This policy relates to the following documents:</p> <ul style="list-style-type: none"> <li>- <a href="#">Disability Inclusion Action Plan</a></li> <li>- <a href="#">Diversity, Inclusion and Belonging Plan (DIB)</a></li> <li>- <a href="#">Gender Equity Action Plan (GEAP)</a></li> <li>- <a href="#">International Under 18 Student Welfare Management and Orientation Procedure</a></li> <li>- <a href="#">Multicultural Plan</a></li> <li>- <a href="#">Reconciliation Action Plan (RAP)</a></li> <li>- <a href="#">Students with Disability Implementation and Reasonable Adjustment Procedure</a></li> </ul>

Governance	Details
Related policies	<p>This policy is to be read together with:</p> <ul style="list-style-type: none"> <li>- Aboriginal Education and Training Policy</li> <li>- <a href="#">Course Design, Development and Review Policy</a></li> <li>- <a href="#">Customer Complaints and Feedback Policy</a></li> <li>- <a href="#">Diversity and Inclusion Policy (Staff)</a></li> <li>- <a href="#">Enrolment and Student Administration Policy</a></li> <li>- <a href="#">International Students Management Policy</a></li> <li>- <a href="#">Privacy Policy</a></li> <li>- <a href="#">Sexual Assault and Sexual Harassment (SASH) Policy</a></li> <li>- <a href="#">Student Conduct and Discipline Policy</a></li> <li>- <a href="#">Student Critical Incident Policy</a></li> <li>- <a href="#">Students with Disability Policy</a></li> <li>- <a href="#">Work Health and Safety Policy</a></li> </ul>
Accountable Officer	Chief Student and Community Officer
Responsible Officer	Executive Director Student and Campus Services
Content Manager number	PROJ25/556
Next review date	1 Aug 2027

## Section 10. Definitions

Word	Definition
<b>Assessment</b>	Assessment means the process of collecting evidence to determine if a student is competent to perform to the standard specified in the training product.
<b>Diversity</b>	Diversity refers to wide range of characteristics such as age, gender, race, ethnicity, disability, sexual orientation, religion, cultural background, socioeconomic status, and more. It highlights the variety of unique perspectives, experiences, and identities that individuals bring to a group or society.
<b>Equality</b>	Equality means treating everyone the same and giving everyone the same opportunities. While it promotes uniform access, it does not account for the different starting points or challenges people may face.
<b>Equity</b>	Equity means providing individuals with the resources and support they need to succeed, recognising that different people face different barriers. It focuses on fairness by addressing systemic inequalities and tailoring opportunities to individual needs.

Word	Definition
<b>Inclusion</b>	Is the practice of valuing and respecting all people and the unique qualities and perspectives they offer.
<b>Intersectionality</b>	Intersectionality is the understanding that people can experience multiple and overlapping forms of disadvantage or discrimination based on aspects of their identity, such as race, gender, disability, sexuality, and socio-economic status. It recognises that these experiences are interconnected and cannot be examined in isolation.
<b>Reasonable adjustment</b>	Reasonable adjustment is a measure taken to support a student with disability to participate in education and training on the same basis as students without a disability and in alignment with Disability Standards for Education 2005.
<b>Services</b>	Means: <ol style="list-style-type: none"> <li>1. training and assessment (as defined);</li> <li>2. training support services (defined below); and</li> <li>3. student support and wellbeing services (defined below).</li> </ol>
<b>Third party</b>	Any person who has an arrangement with an NVR Registered Training Organisation to deliver services, but does not include: <ul style="list-style-type: none"> <li>• employees of the organisation;</li> <li>• experts engaged by the organisation; or</li> <li>• government agencies and government funded agencies that refer Vocational Education and Training (VET) students to the organisation and do not receive any payment from the organisation for doing so.</li> </ul>
<b>Trainer</b>	An authorised TAFE NSW employee or third party who undertakes training for, or on behalf of TAFE NSW.
<b>Training (VET)</b>	Means the process by which an NVR registered training organisation, or a third-party delivering services on its behalf, facilitates learning and the acquisition of competencies consistent with the requirements specified in the training product.
<b>Training support services</b>	Means services and resources designed to support and skill VET students to meet training product requirements and complete the training product in which they are enrolled.
<b>Student support and wellbeing services</b>	Also known as 'student support services' or 'services', means support services and resources to assist with students' physical, psychological, and emotional wellbeing (including counselling, disability support, multicultural support, Aboriginal and Torres Strait Islander student support etc.).



Word	Definition
<b>Wellbeing</b>	Wellbeing is a balanced and holistic state of physical, psychological, emotional, and financial health that enables individuals to engage fully in their learning, build resilience, and participate actively in academic and personal development.

## Section 11. Document history

No.	Effective	Approved by	Amendment
1	1 August 2025	Chief Student and Community Officer	Nil Amendments – Policy creation.