

## Student Diversity and Inclusion Policy

**2025**

<b>Relevant Standards</b> Outcome Standards 2025: 1, 4	<b>Linked Documents</b> Quality Policy Quality Assurance Policy Continuous Improvement Register
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### Purpose

The purpose of this policy is to:

- Affirm AITS’s commitment to providing a safe, inclusive, and equitable environment for all students and staff;
- Ensure no individual is disadvantaged or discriminated against on the basis of age, gender, race, disability, sexual orientation, religion, culture, or socioeconomic background;
- Outline processes for identifying, responding to, and supporting diverse learner needs; and
- Promote awareness and capability among staff to deliver inclusive and culturally responsive training and assessment.

### Scope

This policy applies to all AITS staff, students, contractors, education agents, and third-party providers engaged in the delivery of training and assessment or related services.

It covers all operational areas, including student recruitment, admission, orientation, training, assessment, student support, and complaints and appeals.

### Definitions

The range of differences among people including cultural, linguistic, religious, gender,

**Diversity** ability, socioeconomic, and educational backgrounds.

Creating conditions where all individuals feel respected, supported, and able to fully

**Inclusion** participate in learning and work.

The principle that all learners have fair opportunity to participate in education, free from

**Access and Equity** discrimination.

**Reasonable** Modifications or supports that enable equal participation by students with disabilities or **Adjustment** special needs without compromising competency outcomes.

**Cultural** The ability of staff to understand, communicate, and interact effectively with people across

**Competence** cultures.

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## Legislative Context

This policy supports compliance with:

- Outcome Standards for RTOs 2025 – Quality Areas 1 and 4
- ESOS Act 2000
- Disability Discrimination Act 1992 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Equal Opportunity Act 2010 (Vic)
- Privacy Act 1988 (Cth)

## Policy

### Policy Context

This policy forms part of the AITS Student Lifecycle Management System within the Integrated Quality and Compliance Framework (2025).

It outlines AITS's commitment to fostering a learning and working environment that values diversity, promotes inclusion, and ensures equitable access to education for all students and staff.

The policy aligns with:

- Outcome Standards 2025 – QA 1.2 (Student Experience) and QA 4.4 (Continuous Improvement)
- National Code 2018 – Standards 2 (Student Recruitment), 4 (Education Agents) and 6 (Student Support)
- Disability Discrimination Act 1992 (Cth), Equal Opportunity Act 2010 (Vic), Racial Discrimination Act 1975, Sex Discrimination Act 1984, and Fair Work Act 2009

### Diversity and Inclusion Commitment

AITS recognizes diversity as a strength that enriches the learning experience and promotes innovation, empathy, and cultural understanding.

The organization commits to creating an environment where everyone is treated with dignity, where differences are respected, and where all learners have the opportunity to achieve their educational and professional goals. Inclusion is achieved by integrating diversity principles into recruitment, curriculum design, teaching practices, and student support systems.

### Access and Equity Principles

AITS's operations are guided by access and equity principles that guarantee fair treatment for all individuals. These principles are reflected in all policies and procedures relating to admission, enrolment, assessment, and support.

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Access and equity initiatives include the use of inclusive marketing materials, flexible learning pathways, transparent entry requirements, and support mechanisms that respond to the needs of different learner cohorts, including international, mature-age, and disadvantaged students.

### **Inclusive Learning Environment**

The organisation ensures learning environments are welcoming, safe, and free from discrimination and harassment.

Trainers and assessors use teaching strategies that accommodate different learning styles and cultural backgrounds, supported by technology and accessible resources.

Physical and digital environments are designed to be inclusive, ensuring accessibility for students with mobility, sensory, or cognitive challenges.

Orientation and ongoing communication reinforce mutual respect, ethical behaviour, and equal participation.

### **Cultural Awareness and Respect**

AITS embraces Australia's multicultural context and promotes understanding among students and staff from diverse nationalities and beliefs.

Cultural awareness training is provided to staff to build intercultural competence and sensitivity.

The college recognises key cultural and religious events, and timetables or assessments may be adjusted where appropriate.

Staff are encouraged to incorporate multicultural examples and case studies in learning activities, reflecting the global nature of vocational education.

### **Disability and Reasonable Adjustment**

AITS ensures that students with a disability or health condition can access and participate fully in training and assessment.

Reasonable adjustments are made in consultation with the student, considering individual circumstances and competency requirements.

Examples include extended time for assessments, assistive technologies, modified materials, or alternative delivery methods.

All adjustments are recorded in the student's support file and reviewed regularly by the Student Support Officer and Academic Manager.

Confidentiality is maintained at all times, consistent with the Privacy Act 1988 (Cth).

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The college maintains a zero-tolerance policy toward discrimination, harassment, bullying, or victimisation.

All staff and students must adhere to the **Code of Conduct** and report inappropriate behaviour immediately. Complaints are managed under the **Complaints and Appeals Policy (2025)**.

Training and awareness sessions on harassment and equal opportunity are delivered annually to ensure understanding and compliance.

Any substantiated breach may result in disciplinary action in line with organisational procedures.

#### **LLND and Digital Accessibility**

To ensure equitable participation, AITS integrates Language, Literacy, Numeracy, and Digital (LLND) accessibility across all courses.

Initial LLND assessments identify support needs, and tailored learning plans are developed in collaboration with the student.

Digital platforms and resources are designed for accessibility, ensuring all students can engage in hybrid and online learning environments.

Trainers receive ongoing PD in inclusive delivery and adaptive learning technologies.

#### **Staff Capability and Awareness**

Inclusive education is only possible through capable and informed staff.

AITS provides continuous professional development on diversity, cross-cultural communication, and inclusive pedagogy.

Recruitment processes ensure that staff demonstrate commitment to inclusion and equity principles.

Managers monitor the implementation of inclusive practices through classroom observations, student feedback, and internal audits.

#### **Measure & Evaluation**

The effectiveness of diversity and inclusion initiatives is evaluated regularly through student feedback, complaints data, and internal audits.

The **Quality Assurance Committee (QAC)** reviews inclusion outcomes each term, and findings feed into the **Continuous Improvement Register (CIR)**.

Results are reported to the **Senior Management Committee (SMC)** and inform updates to policies, resources, and PD priorities.

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AIMS uses evidence from student satisfaction surveys, LLND results, and course-progress data to measure equity outcomes and identify improvement opportunities.

## Monitoring, Recordkeeping, and Continuous Improvement

The effectiveness of this policy is assured through the **Self-Assurance and Continuous Improvement Framework (2025)**.

The Compliance Manager compiles diversity-related data (student support cases, LLND outcomes, complaints trends, feedback) and presents it to QAC quarterly.

Recommendations for improvement are entered into the **Continuous Improvement Register** and monitored through the SMC.

Evidence of implementation includes:

- LLND assessment records;
- Student Support and Welfare Register;
- PD attendance logs;
- Complaints and feedback analysis;
- QAC and SMC minutes.

## Review and Document Control

This policy is reviewed annually by the **Senior Management Committee (SMC)** or earlier if required by legislation or audit outcomes.

Revisions are recorded in the Quality Management Register and communicated to all staff through induction and PD programs.

## Responsibilities

The following table outlines the responsibilities of key personnel in implementing, monitoring, and reviewing the Continuous Improvement Framework.

Role / Position	Key Responsibilities
<b>CEO / PEO</b>	Ensures strategic leadership and resources for diversity and inclusion initiatives.
<b>Senior Management Committee (SMC)</b>	Monitors institutional performance and ensures inclusion principles are embedded across all operations.
<b>Quality Assurance Committee (QAC)</b>	Reviews data on diversity outcomes and ensures compliance with this policy.

**Compliance Manager**

Oversees audits and continuous improvement activities related to access and equity.

**Academic Manager**

Coordinates LLND and reasonable-adjustment support; monitors staff PD on inclusive delivery.

**Student Support Officer**

Provides advice, support, and referrals for students requiring additional assistance.

**Trainers and Assessors**

Apply inclusive teaching practices and report any barriers affecting learners.

**All Staff and Students**

Uphold respectful behaviors and contribute to an inclusive environment.