AUSTRALIAN INSTITUTE OF TRAINING SOLUTIONS

Access, Equity, Diversity and Inclusion Policy

2025

Relevant Standards	Linked Documents
Outcome Standards 2025: Quality Areas 1, 2 and 4	• Complaints and Appeals Policy and Procedure • Student Support and Welfare Policy • Staff Code of Conduct Policy • Student Code of Conduct • Continuous Improvement Register

1. Purpose

This policy ensures that all practices of the Australian Institute of Training Solutions (AITS) adhere to state and national legislation relating to all areas of equal opportunity and rights. It brings together AITS' Access and Equity Policy and Student Diversity and Inclusion Policy.

The purpose of this policy is to:

- affirm AITS' 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.

2. Scope

This policy applies to all AITS staff, students, clients, contractors 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.

3. Definitions

Term	Definition
Diversity	The range of differences among people, including cultural, linguistic, religious, gender, ability, socioeconomic and educational backgrounds.
Inclusion	Creating conditions where all individuals feel respected, supported and able to participate fully in learning and work.

Term	Definition
Access and Equity	The principle that all learners have a fair opportunity to participate in education, free from discrimination.
Reasonable Adjustment	Modifications or supports that enable equal participation by students with disability or additional needs, without compromising competency outcomes.
Cultural Competence	The ability of staff to understand, communicate and interact effectively with people across cultures.

4. Legislative Context

This policy supports compliance with:

- Outcome Standards for RTOs 2025 – Quality Areas 1 and 4;
- Disability Discrimination Act 1992 (Cth);
- Racial Discrimination Act 1975 (Cth);
- Sex Discrimination Act 1984 (Cth);
- Equal Opportunity Act 1984 (WA); and
- Privacy Act 1988 (Cth).

5. Policy

5.1 Policy Context

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

It outlines AITS' 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 – Quality Area 1 (Training and Assessment) and Standard 4.4 (Continuous Improvement); and
- the Disability Discrimination Act 1992 (Cth), Equal Opportunity Act 1984 (WA), Racial Discrimination Act 1975 (Cth), Sex Discrimination Act 1984 (Cth) and Fair Work Act 2009 (Cth).

5.2 Diversity and Inclusion Commitment

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

AITS 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.

5.3 Access and Equity Principles

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

AITS demonstrates its commitment to access and equity by:

- enrolling students according to a fair and non-discriminatory process;
- making reasonable adjustments to training processes and resources to accommodate students' needs;
- providing suitable access to resources;
- providing suitable and appropriate support;
- ensuring all policies and procedures recognise the diverse needs of students, clients and staff;
- recognising that students come from a variety of backgrounds with varying abilities;
- ensuring there is consistency in the services provided and in the implementation of AITS' policies and procedures; and
- providing flexible learning arrangements to address the needs of disadvantaged groups of clients and students.

AITS requires all trainers and staff to act in accordance with this policy.

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

5.4 Inclusive Learning Environment

AITS 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.

5.5 Cultural Awareness and Respect

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

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

AITS 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.

5.6 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).

5.7 Prevention of Discrimination and Harassment

AITS maintains a zero-tolerance approach to discrimination, harassment, bullying and victimisation.

Staff must adhere to the **Staff Code of Conduct Policy** and students to the **Student Code of Conduct**, and all must report inappropriate behaviour immediately. If a client, student or staff member feels they are being discriminated against in any way, they can lodge a complaint with AITS management under the **Complaints and Appeals Policy and Procedure (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.

5.8 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 blended and online learning environments.

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

5.9 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 teaching practice.

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

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

5.10 Measurement and 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.

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

6. 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 and feedback) and presents it to the QAC quarterly.

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

Evidence of implementation includes:

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

6.1 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.

7. Responsibilities

The following table outlines the responsibilities of key personnel in implementing, monitoring and reviewing this policy.

Role / Position	Key Responsibilities
CEO	Ensures strategic leadership and resources for diversity and inclusion initiatives.
Senior Management Committee (SMC)	Monitors organisational performance and ensures inclusion principles are embedded across all operations.
Quality Assurance Committee (QAC)	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.

Role / Position	Key Responsibilities
All Staff and Students	Uphold respectful behaviour and contribute to an inclusive environment.