

Diversity, Equity and Inclusion Policy

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| Responsible Officer | Dean |
| Approving authority | Academic Board |
| Contact Officer | Registrar |
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| Related Documents | Disability Discrimination Act 1992 (Cth) Disability Standards for Education (2005) Student Complaint and Appeal Policy Staff Grievance Policy Student Admission Policy WIL policy to be added when approved |
| HESF (Threshold Standards) 2021 | 2.2 |
| Policy Visibility | Public |

1. Purpose

This Policy articulates and supports the commitment of the Australian Institute of Higher Education Pty Ltd ('the Institute') to providing all current and prospective students with conditions of access to and participation in higher education based on equal opportunity and academic freedom.

2. Principles

The key principles informing this Policy are:

- that the Institute welcomes diversity and does not discriminate against people on the basis of age, race, colour, religion, ancestry, national origin, age, gender, sexual orientation, marital status, veteran status or physical or intellectual disability, either in the recruitment of students or the implementation of its policies, procedures and activities;
- that under this Policy, sexual harassment is a prohibited aspect of sexual discrimination;
- that the Institute is committed to providing equal opportunity and promoting inclusive practices and processes for all students within the limits of its resources; and

- that the principles of access and equity are integrated in the Institute's policies and procedures for all students.

3. Context

This Policy has been developed to ensure that the education services provided by the Institute are founded on principles of equity and access, and to proactively affirm a learning environment which is free from discrimination, harassment, and victimisation.

4. Scope

This Policy applies to all students and staff at the Institute.

5. Definitions

See the AIH Glossary of Terms for definitions.

6. Policy Details

The Institute adheres to the principles set out under the Disability Discrimination Act 1992 and the Disability Standards for Education (2005) formulated under that Act. It is also bound by other state and federal legislation relating to other forms of discrimination, including age, sex, and race. These principles are applied in the development and implementation of all learning and assessment strategies and the process in which students are supported in their enrolment and progression. The following procedures are therefore adopted:

- 6.1 The student recruitment and admission process is bias-free and non-discriminatory. Admission to courses and programs is based solely on the applicant meeting published entry criteria and the availability of places.
- 6.2 Wherever possible, the Institute will seek to address and mitigate the under-representation and/or disadvantage experienced by identified groups. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
- 6.3 Students with identified and/or stated needs are consulted in relation to their study requirements and supported throughout their enrolment.
- 6.4 The curriculum and course design is flexible and is inclusive of a range of student needs and avoids non-inclusive and discriminatory language and examples.
- 6.5 The assessment process is fair, valid, reliable and consistent in relation to entry, recognition and progression through the subject or course. All students are provided with adequate information on course and subject assessment, prior to enrolment in the course. Students have the right to

appeal an assessment or recognition decision in accordance with the Institute's *Student Complaint and Appeal Policy* and associated Procedure.

- 6.6 The Institute provides reasonable accommodation within the learning environment for students with special needs through a range of services such as, but not limited to: reasonable adjustment, special consideration, physical access to premises. The institute also provides students with information on access to literacy, numeracy and counselling services.
- 6.7 Complaints and appeals are addressed through an appropriate structure in a fair and equitable manner.
- 6.8 Adaptive technology is investigated, developed and made available where possible
- 6.9 The Institute ensures that all of its staff, employees, and contractors have access to the information and support needed to prevent and, should it occur, deal with discrimination, unwanted sexual advances, harassment, bullying, victimization, and vilification.

7. Work-Integrated Learning (WIL) and Workplace Equity

The Institute is committed to ensuring that all students undertaking Work-Integrated Learning (WIL), including internships, placements, and industry projects, are provided with equitable opportunities and a safe, inclusive learning environment. The Institute works with industry partners to uphold fair workplace practices, prevent discrimination, and ensure compliance with the Fair Work Act 2009 and relevant workplace regulations. Students who have concerns related to workplace equity, safety, or discrimination during their WIL experiences should contact the Program Coordinator or the Student Well-being Officer.

8. Legislation

Legislation pertaining to this Policy includes:

- Disability Standards for Education (2005)
- Disability Discrimination Act 1992
- Human Rights and Equal Opportunity Commission Act 1986
- Age Discrimination Act 2004
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- States/Territories: Each State and Territory has relevant Acts that relate to discrimination, disability and/or equal opportunity.

In addition, this Policy complies with Higher Education Standards Framework standard 2.2 (Diversity and Equity), which specifies that:

- Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.
- Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
- Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

9. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at April 2025 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website [http://www.aih.nsw.edu.au/under 'Policies and Procedures'](http://www.aih.nsw.edu.au/under/Policies%20and%20Procedures).

| Change and Version Control | | | | |
|----------------------------|----------------------------------|---|------------------|-----------------|
| Version | Authored by | Brief Description of the changes | Date Approved: | Effective Date: |
| 2017-1 | Ms. McCoy | New document | 22 February 2017 | 6 March 2017 |
| 2020.1 | CEO | Minor Updates | 2 December 2020 | 3 December 2020 |
| 2022.1 | Registrar | Updated Higher Education Standards Framework [Threshold Standard] 2021 | 25 May 2022 | 26 May 2022 |
| 2025.1 | Acting Head of Quality Assurance | Policy Owner updated from Dean to COO and Policy Visibility information added to the table on page 1. | 9 April 2025 | 10 April 2025 |
| 2025.1 | Dean | Section 7 added: Work-Integrated Learning (WIL) and Workplace Equity added | 9 April 2025 | 10 April 2025 |
| 2025.1 | Acting Head of Quality Assurance | Policy name updated from "Diversity and Equity Policy" to "Diversity, Equity and Inclusion" | 22 April 2025 | 23 April 2025 |