

POLICY:	Diversity and Inclusion
ASQA 2025 Standard	Outcome Standard 2.5 (Diversity and Inclusion) and Outcome Standard 2.6 (Wellbeing) and Practice Guides
Purpose	<p>This Policy and Procedure ensures AACI provides a learning environment that is inclusive, respectful, safe and supportive for all students and staff.</p> <p>It establishes AACI’s approach to diversity, inclusion, cultural safety, wellbeing, barrier reduction, student support and response to exclusionary or harmful conduct.</p> <p>It is intended to ensure AACI’s systems, practices and communications align with the 2025 Outcome Standards and current ASQA Practice Guides.</p>
Scope	<p>This Policy and Procedure applies to:</p> <ul style="list-style-type: none"> • all AACI vocational education students • prospective students • AACI staff, trainers, assessors and contractors • student administration and support staff • learning, assessment, enrolment and support environments • online, practical and workplace-based learning contexts where relevant
Policy Statement	<p>AACI is committed to diversity, inclusion, cultural safety, equity of opportunity and student wellbeing. AACI will foster a learning environment in which all students are treated with dignity and respect and are supported to participate, progress and succeed.</p> <p>AACI will take reasonable steps to:</p> <ul style="list-style-type: none"> • create inclusive marketing and enrolment practices • foster an inclusive and culturally safe learning environment • identify and respond to barriers affecting participation • provide or arrange support where needed • prevent and respond to discrimination, harassment, bullying, abuse, violence and vilification, including vilification relating to race or religion, including antisemitism • use feedback and review processes to improve inclusion and wellbeing practices
Roles and Responsibilities	<p>Chief Executive Officer / RTO Manager Approves this Policy and Procedure, ensures AACI maintains effective systems for inclusion and wellbeing, and oversees escalated or serious matters.</p> <p>Student Administration / Student Support delegate Provides accessible information to students, receives and coordinates support requests, assists with referrals and student support pathways, and records relevant actions.</p> <p>Trainers and Assessors Foster respectful and inclusive learning environments, identify participation</p>

	<p>barriers within their role, refer or escalate support concerns, and implement approved support strategies or reasonable adjustments where relevant.</p> <p>Compliance / Quality staff Monitor complaints, appeals, feedback and continuous improvement actions relating to inclusion, wellbeing and cultural safety.</p> <p>All staff and contractors Must behave consistently with this Policy and Procedure and contribute to respectful, inclusive and safe learning environments.</p>
<p>Policy Principles</p>	<p>Principles AACI will ensure that:</p> <ol style="list-style-type: none"> 1. diversity is recognised, respected and valued 2. students are able to access clear, respectful and inclusive information before and during study 3. inclusion and wellbeing are embedded across enrolment, support, training and assessment processes 4. barriers to participation are identified and addressed where reasonable and practicable 5. students are supported to disclose support needs safely and respectfully 6. culturally safe and inclusive practices are fostered for First Nations students and other diverse cohorts 7. discrimination, harassment, bullying, abuse, violence and vilification are not tolerated 8. students can raise concerns through accessible complaint and appeal pathways 9. AACI monitors its performance and uses continuous improvement to strengthen inclusion and wellbeing. <p>The following principles underpin AACI' Diversity and Inclusion Policy:</p>
<p>Policy Requirements</p>	<p>1. Inclusive information, marketing and enrolment AACI will provide information that is clear, respectful, accessible and inclusive, and will avoid language or practices that create unnecessary barriers to access or participation.</p> <p>AACI will encourage prospective and current students to identify any support needs or barriers that may affect their study experience so that support can be considered early and throughout the student journey.</p> <p>2. Inclusive learning environment AACI will foster learning environments that are respectful, inclusive and supportive. This includes encouraging respectful communication, addressing</p>

	<p>exclusionary behaviour, and promoting participation by students from diverse backgrounds.</p> <p>3. Cultural safety AACI will seek to foster culturally safe environments, including for First Nations students, by encouraging respectful practice, reviewing barriers in systems and communication, and responding appropriately where cultural safety concerns are raised.</p> <p>4. Wellbeing and support AACI will make students aware of available support pathways and will respond appropriately where wellbeing or participation concerns are identified. Support may include information, trainer support, referral, reasonable adjustment processes, LLN support, student administration assistance, or referral to external services where appropriate.</p> <p>5. Prevention of harmful behaviour AACI will not tolerate unlawful discrimination, harassment, bullying, abuse, violence or vilification. This includes vilification relating to race or religion, including antisemitism. Concerns of this type will be taken seriously and responded to under the relevant AACI process, including complaints, appeals, student conduct or wellbeing procedures.</p> <p>6. Link to training support and reasonable adjustment Where barriers relate to disability, language, literacy, numeracy, digital capability, wellbeing or other support needs, AACI will consider appropriate support and, where relevant, reasonable adjustment processes through its related learner support policies and procedures</p>
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Definitons	<p>Aboriginal and Torres Strait Islander peoples means Indigenous Australians who identify as Aboriginal or Torres Strait Islander, or both.</p> <p>Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes’</p> <p>Barriers to participation means factors that limit or prevent individuals from participating in education, such as financial, social, cultural, or physical barriers.</p>
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Cultural Awareness means the understanding and appreciation of different cultures and their practices, beliefs and values.

Cultural and Linguistic Diversity means the range of cultural and linguistic backgrounds represented by Learners and staff, including those from non-English speaking backgrounds.

DDA or Disability Discrimination Act means it is unlawful to discriminate against a person on the grounds of Disability. Section 22 of the DDA contains specific requirements for educational authorities and providers. Discrimination in this sense refers to people with disability being treated less fairly than people without.

Disability under the DDA means and includes: physical disabilities, intellectual disabilities, psychiatric disabilities, sensory disabilities, neurological disabilities, learning disabilities, physical disfigurement, and the presence in the body of disease-causing organisms.

Diversity means the recognition and acceptance of the differences among individuals, including but not limited to, age, race, ethnicity, gender identity, sexual orientation, disability, religion, socio-economic status, and cultural background.

Equity means the principle of fairness and justice in the distribution of opportunities and resources, taking into account the different needs and circumstances of individuals and groups.

Inclusion means the act of creating an environment where all individuals feel welcome, respected, and valued, and where diversity is celebrated.

Learners with Disabilities refers to Learners who have a physical, sensory, cognitive, or intellectual impairment that impacts their ability to participate in education.

Reasonable Adjustment means modification or accommodations made to ensure that Learners with disabilities have equal access to educational opportunities.

Diversity means the range of visible and non-visible characteristics, backgrounds and experiences represented within AACI's student and staff community, including but not limited to age, disability, gender identity, sexuality, cultural background, language, religion, socio-economic background, location and lived experience.

Inclusion means creating an environment where people feel welcome, respected, safe and able to participate fully.

	<p>Cultural safety means creating environments, systems and interactions that are respectful, inclusive and experienced as safe by culturally diverse students, including First Nations students.</p> <p>Barrier to participation means any circumstance that may affect a student’s access to training, participation, progression or successful completion.</p> <p>Wellbeing includes the supports, services and practices that help students participate safely and successfully in learning, including support for social, emotional and practical issues that may affect study.</p> <p>Reasonable adjustment means an adjustment made to support participation for a student with disability, consistent with legal obligations and without removing the essential requirements of the training product</p>
Procedure	
	<p>Step 1 – Identify barriers or support needs AACI may identify diversity, inclusion or wellbeing-related needs through:</p> <ul style="list-style-type: none"> • pre-enrolment and enrolment interactions • pre-training review • learner feedback • trainer observations • student self-disclosure • complaints or concerns raised by staff or students • participation or progression concerns. <p>Step 2 – Discuss support respectfully Where a barrier or concern is identified, AACI staff will discuss the matter respectfully and confidentially with the student, where appropriate, to clarify the issue and identify possible support options.</p> <p>Step 3 – Determine support or referral The relevant staff member, in consultation with appropriate AACI personnel, will determine whether:</p> <ul style="list-style-type: none"> • existing support is sufficient • additional support should be provided • a reasonable adjustment process is required • referral to another AACI process is needed

	<ul style="list-style-type: none"> escalation is required due to safety, harassment, discrimination, vilification or wellbeing risk. <p>Step 4 – Implement and record Approved support actions, referrals or adjustments will be documented in AACI’s controlled records as appropriate, and relevant staff will be informed on a need-to-know basis.</p> <p>Step 5 – Escalate serious concerns Where discrimination, harassment, bullying, abuse, violence, vilification or serious wellbeing concerns arise, AACI will escalate the matter promptly through the relevant complaint, appeal, conduct, wellbeing or incident process.</p> <p>Step 6 – Monitor and review AACI will review patterns and issues relating to diversity, inclusion and wellbeing through feedback, complaints, appeals, staff observations and continuous improvement activities, and will update practices where needed.</p>
<p>Monitoring and review</p>	<p>AACI will review this Policy and Procedure at least annually and earlier where required by:</p> <ul style="list-style-type: none"> legislative or standards changes student feedback complaints or appeals identified inclusion or wellbeing risks continuous improvement findings. <p>Monitoring may include review of:</p> <ul style="list-style-type: none"> student feedback support requests complaint trends participation and progression concerns identified barriers affecting student cohorts.
<p>Related Legislation, Regulations & Guidance</p>	<p>ASQA 2025 Standards Outcome Standards for Registered Training Organisations) Instrument 2025 Relevant standards:</p> <ul style="list-style-type: none"> Standard 2.3 – Training support Standard 2.5 – Diversity and inclusion Standard 2.6 – Wellbeing Standards 2.7 and 2.8 – Feedback, complaints and appeals. <p>legislation.gov.au</p> <p>Relevant ASQA Practice Guides</p> <ul style="list-style-type: none"> Practice Guide – Diversity and inclusion Practice Guide – Wellbeing Practice Guide – Information Practice Guide – Training support.

	<p>Equal Opportunity Act 2010 - https://www.legislation.vic.gov.au/in-force/acts/equal-opportunity-act-2010/023</p> <p>Charter of Human Rights and Responsibilities Act 2006</p> <p>https://www.legislation.vic.gov.au/in-force/acts/charter-human-rights-and-responsibilities-act-2006/014</p>
Related Policies and Procedures	<p>Pre-Training Review Policy and Procedure</p> <p>LLN Policy and Procedure</p> <p>Assessment Policy and Procedure</p> <p>Industry Engagement Policy and Procedure</p> <p>Complaints and Appeals Policy and Procedure</p>
Related Documents	<p>Student Information Guide</p> <p>AACI website</p> <p>Pre-Enrolment Pack (see contents list Appendix 1)</p> <p>Completion of Pre Training Review Process</p> <p>PTR Application form</p> <p>PTR interview (LLN Interview)</p> <p>LLN Learner Support Resources</p> <p>LLN Policy and Procedure</p> <p>Access and Equity Policy and Procedure</p>
Review	<p>This policy and procedure will be reviewed annually or amended following continuous improvement strategies implemented by AACI.</p>

Version Control and Responsible Officers Review / amendment history

Policy Approved by: Chief Executive Officer / RTO Manager

Responsible Officer: Chief Executive Officer / RTO Manager

Next Policy Review Date: 1 September 2026

Version	Date	Details
1.0	4 August 2021	Policy approved and issued
2.0	1 March 2022	Minor Changes

3.0	1 September 2022	RTO Registration TOID and contact details
4.0	1 May 2023	Minor Changes
5.0	1 September 2024	Minor Changes
6.0	1 September 2025	<p>Major Updates –</p> <p>References to ASQA 2025 Standards (Outcome Standards for Registered Training Organisations) Instrument 2025</p> <p>Relevant standards:</p> <ul style="list-style-type: none"> • Standard 2.3 – Training support • Standard 2.5 – Diversity and inclusion • Standard 2.6 – Wellbeing • Standards 2.7 and 2.8 – Feedback, complaints and appeals. (legislation.gov.au) <p>Relevant ASQA Practice Guides</p> <ul style="list-style-type: none"> • Practice Guide – Diversity and inclusion • Practice Guide – Wellbeing • Practice Guide – Information • Practice Guide – Training support.