DIVERSITY AND INCLUSION POLICY AND PROCEDURES

PURPOSE OF THE POLICY

The purpose of this policy is to ensure that AICC provides an inclusive, respectful, and culturally safe environment for all students and staff. This aligns with Standard 2.5 of the National Vocational Education and Training Regulator (Outcomes Standards for NVR RTOs) Instrument 2025, which requires RTOs to respect and support learners' diversity and promote inclusive learning environments.

SCOPE

This policy applies to all students, staff, contractors, third-party providers, and stakeholders involved in the delivery of training and assessment services by AICC.

POLICY STATEMENTS

AICC is committed to:

- Supporting participation from a diverse range of learners including but not limited to those from culturally and linguistically diverse (CALD) backgrounds, First Nations communities, people with disabilities, mature-age learners, and gender-diverse learners.
- Creating culturally safe and inclusive environments through intentional policy design, staff capability, and learner support.
- Preventing all forms of discrimination and harassment and responding swiftly and fairly when issues arise.
- Engaging in continuous improvement and consultation to ensure our programs reflect the values of equity, fairness, and respect for diversity.

PROCEDURES

3.1 Supporting and Encouraging Participation by a Diverse Range of Students

- AICC collects student demographic information at enrolment to understand the diversity of its student cohort.
- Tailored student support services are made available, including:
    - Language, literacy and numeracy (LLN) support
    - Access to cultural liaison staff or interpreters (as needed)
    - Flexible training and assessment options
- Course marketing material and student handbooks are reviewed to ensure inclusive, non-discriminatory language and images.

- A **Student Cultural and Celebration Calendar** is maintained and celebrated to foster engagement and cultural exchange.

3.2 Engagement with First Nations Communities

- AICC implements actions from its **Reconciliation Action Plan (RAP)** and regularly consults with local Elders and Aboriginal organisations.
- Elders are invited to deliver **Welcome to Country** ceremonies and engage in cultural education events.
- First Nations student support is available through referral and partnership with local Aboriginal services and advisors.

3.3 Ensuring Cultural Safety Through Policies and Systems

- Training environments are assessed to ensure cultural safety, privacy, and comfort (e.g., prayer spaces, appropriate signage).
- All trainers and assessors are made aware of the inclusive practices, intercultural communication, and trauma-informed approaches.
- AICC staff and management are bilingual and can converse to students in various languages.
- AICC implements confidential feedback mechanisms to allow students to report cultural safety concerns. The students can report directly to AICC CEO/PEO at peo@aicc.edu.au
- Enrolment and support systems are designed with accessibility and multilingual support in mind.

3.4 Preventing and Responding to Discrimination or Harassment

- AICC has a zero-tolerance policy on discrimination, bullying, and harassment.
- All staff and students receive an orientation on equal opportunity, student code of conduct, and reporting pathways.
- Complaints are managed under the Complaint and Appeals Policy, ensuring fairness, confidentiality, and timeliness.
- Breaches of conduct are dealt with through formal investigation and disciplinary action.

3.5 Building Cultural Competence of Staff

- Cultural competence is a required component of staff professional development.
- Trainers are encouraged to reflect inclusive practices in lesson planning and assessment design.
- AICC holds **annual diversity training** and offers access to online courses (e.g., cultural intelligence, First Nations history, unconscious bias).
- Staff are expected to model inclusive language and behaviours at all times.

3.6 Monitoring and Evaluating Inclusivity Efforts

- AICC gathers and analyses feedback through:
    - End of Study Term Surveys, Annual student and staff surveys
    - Consultation with community groups and student representatives
    - Academic outcomes of diverse learner groups

- The Operations Manager and Compliance Manager reports quarterly to the CEO and Director on:
    - Progress on RAP goals
    - Complaints related to discrimination/harassment
    - Participation rates of underrepresented groups
- AICC's **Continuous Improvement Register** includes actions related to diversity and inclusion with the following steps:
    - Regularly collect and analyse student and staff feedback.
        - Student is required to complete the student survey, completion of each unit of competency as part of the assessment booklet.
        - At the end of each term and completion of course, the student will also be required to complete the learner survey satisfaction form.
        - Staff undertakes the half-yearly performance review which includes interview and collecting the staff feedback.
    - Review learning environments, policies, and marketing materials for inclusivity.
    - Update practices based on engagement with First Nations and diverse communities.
    - Address and resolve any complaints of discrimination, bias, or exclusion promptly.

COMMITMENTS IN PRACTICE

Area	Commitment
Inclusive Learning Environment	Ensure that training and assessment resources and practices are free from bias and support participation from all students.
Cultural Safety	Provide a culturally safe environment for First Nations people by acknowledging their unique experiences and engaging respectfully with their communities.
Flexible Learning	Allow flexibility in training and assessment schedules where needed to accommodate cultural obligations and other personal circumstances.
Inclusive Recruitment & Enrolment	Ensure that recruitment, enrolment, and marketing practices represent diverse communities and promote access for under-represented groups.
Staff Development	Provide staff with professional development in cultural awareness, unconscious bias, and inclusive teaching strategies.
Community Engagement	Actively engage with local First Nations communities and other cultural groups in the design and review of training and support services.

KNOWN RISKS AND CONTROLS

Risk	Control/Strategy
Lack of cultural awareness	Provide mandatory cultural competency training for all staff.
Generic approach to diversity	Tailor support services and delivery methods based on student cohort analysis.
Discrimination or harassment	Implement clear reporting procedures, support mechanisms, and disciplinary action protocols.
Poor perception from local First Nations community	Engage in respectful dialogue, incorporate feedback, and include First Nations voices in decision-making.

STAFF RESPONSIBILITIES

Role	Responsibility
Director and CEO/PEO	Lead the development of inclusive practices and allocate resources. Ensure all practices align with this policy and procedures and RAP.
Operations Manager Compliance Manager	Responsible to oversee the implementation of RAP and report quarterly on the progress by engaging the students, trainers and assessors.
Trainers/Assessors	Deliver culturally responsive and inclusive training and assessment.
Student Services Officer	Provide first point of individualised support to diverse student groups. Collect feedback from students. Oversee the implementation of the activities in our Student Cultural and Celebration Calendar

IMPLEMENTATION

Step	Action	Responsibility
1. Inclusive Marketing and Enrolment	Ensure all marketing materials use inclusive language and images that reflect diverse student cohorts. Review application and enrolment processes for accessibility.	Marketing Manager
2. Student Support Identification	During enrolment, ask students if they require cultural, linguistic, disability, or personal support. Offer flexible options where needed.	Student Services Officer / Trainers
3. Cultural Safety Implementation	Acknowledge Traditional Owners at relevant events. Ensure delivery environments are free of bias or cultural insensitivity.	Trainers
4. Flexible Delivery	Offer flexible scheduling, delivery modes or assessment methods for students with cultural obligations or individual needs.	Compliance/Academic Manager

Step	Action	Responsibility
5. Staff Development	Provide annual cultural awareness and unconscious bias training. Include topics in new staff onboarding.	Director or/and CEO
6. Monitoring the Learning Environment	Conduct student surveys, feedback sessions, and incident reviews. Include diversity and inclusion in internal audits.	Student Services Officer Academic Manager
7. Continuous Improvement	Collect feedback, update procedures, and engage with diverse community representatives annually.	Compliance Manager

RECORD-KEEPING REQUIREMENTS

- Cultural awareness training records
- Student Cultural and Celebration Participation (photos/videos)
- Student support plans (confidential)
- Enrolment support disclosures
- Complaints & Appeals Forms reports
- Survey and audit reports

DOCUMENT CONTROL

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