

# Diversity, Equity, and Inclusion

**Policy**

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## 1. PURPOSE

The purpose of the Diversity, Equity and Inclusion Policy is to articulate AFTT's commitment to the principles of diversity, equity, and inclusion, and to acknowledge the value and benefits of a diverse, collaborative and inclusive culture.

## 2. SCOPE

The Diversity, Equity and Inclusion Policy applies to all students and all the members of the workforce engaged or appointed by AFTT while on campus or in AFTT related off-campus activities, including managed digital environments.

For the purpose of this Policy, all AFTT's workforce members are referred to as 'staff'.

## 3. DEFINITIONS

All definitions are located in the *VET Glossary*.

## 4. POLICY

- 4.1. AFTT values and welcomes diversity of thought and experience and encourages all members of the AFTT community to take personal responsibility for working to eliminate discriminatory practices and to uphold the principles of equal opportunity, inclusion, fairness, and respect through the Student and Staff Codes of Conduct.
- 4.2. AFTT endeavours to eliminate discrimination, bullying, harassment, and sexual misconduct, striving to create a culture where students and staff are encouraged to study and work on a basis of mutual respect and valuable collaborations.
- 4.3. AFTT recognises historically disadvantaged or underrepresented student populations in Education, other groups protected in Equal Opportunity and anti-discrimination legislation, and also those covered by the Higher Education Participation and Partnerships Program.

Disadvantaged and Under-Represented Groups include but are not limited to:

- Aboriginal and Torres Strait Islander peoples,
- People from lower socio-economic backgrounds,
- People with disability,
- People from remote, rural, or isolated areas,
- People who are the first in their family to attend a university or other higher educational institution,
- People from non-English speaking backgrounds, and
- People in areas of study where they have been under-represented.

- 4.4. AFTT is committed to ensuring that:
  - 4.4.1. It promotes an environment, through policies, training and workshops, guidance, and campaigns, in which:
    - 4.4.1.1. The diversity of the AFTT community may be celebrated and valued, &
    - 4.4.1.2. Awareness, understanding, and support of disadvantaged and under-represented groups are reinforced and propagated,
  - 4.4.2. Reasonable steps are taken to provide a range of options to assist all students in undertaking learning and/or assessments, within the allowable limits of the accredited course structure, such as, but not limited to, academic and counselling support and special consideration.
    - 4.4.2.1. Students' attendance and academic progress are monitored in order to provide early support and intervention, such as, but not limited to:

- Individually tailored Study Plan or Learning Agreement,
  - Support with coursework, academic writing, referencing, assignments and exams during group workshops and one-on-one sessions with Academic Support Officer,
  - Meetings with lecturers or Head of Department,
- 4.4.2.2. Support with life skills and mental health and wellbeing is provided, such as, but not limited to:
- Meetings with the Campus Counsellor,
  - Study and time management skills workshops,
  - Budgeting skills workshops,
  - Mindfulness and wellbeing seminars,
  - Stress management workshops,
- 4.4.3. Barriers for individuals in disadvantaged or under-represented groups are recognised and minimised,
- 4.4.4. Specific consideration is given to the recruitment, admission, participation, and completion of disadvantaged and under-represented groups,
- 4.4.5. Potential students are able to safely disclose what special requirements they may have to enable them to successfully undertake and/or continue with the course,
- 4.4.6. Accessible learning spaces, Learning Support Plan, and reasonable assessment adjustment are provided,
- 4.4.7. Environments are visibly welcoming and inclusive of disadvantaged or under-represented groups,
- 4.4.8. Assessment processes are valid, fair, reliable, and consistently applied throughout a student's experience,
- 4.4.9. Opportunities offered are open to everyone and decisions are based on merit and free from bias,
- 4.4.10. Students are provided with pastoral support to ease their transition to the education environment as well as adjust to any challenges students face as a part of academy life,
- 4.4.11. All policies, procedures, codes, and guidelines are systematically reviewed in order to maintain consistency with the principles of social justice, fairness, diversity, and equity, and are visible and readily accessible,
- 4.4.12. It transparently meets its legal and ethical obligations,
- 4.4.13. Unlawful or unfair discrimination, harassment, bullying, and sexual misconduct is prevented and eliminated by monitoring the recruitment and progress of all students and staff, collecting, and collating information, and acting on any inequality that it becomes aware of,
- 4.4.14. It responds appropriately to complaints and appeals in a fair and equitable manner.
- 4.4.15. The resources and information on internal and external help and support avenues are available and easily accessible,
- 4.4.16. Its teaching practices that consider and support disadvantaged and under-represented groups are regularly monitored and reviewed,
- 4.4.17. Students' satisfaction with their education experience is monitored and improved,
- 4.4.18. It supports and participates in projects and events that endorse and promote diversity and inclusion at AFTT.

## **5. RELATED DOCUMENTS**

- 5.1. AFTT Glossary
- 5.2. Student Code of Conduct
- 5.3. Staff Code of Conduct
- 5.4. Admissions Policy and Procedure
- 5.5. Academic Progress Policy and Procedures
- 5.6. Assessing and Supporting English Language Proficiency Policy and Procedure
- 5.7. Discrimination, Bullying, Harassment, and Sexual Misconduct Policy
- 5.8. Sexual Harassment Procedure
- 5.9. Sexual Assault Procedure
- 5.10. Student Complaints and Appeals Policy and Procedure
- 5.11. Statement of AFTT Principles of Procedural Fairness Policy
- 5.12. Health, Safety and Wellbeing Policy

## **6. RELEVANT LEGISLATION**

- 6.1. Standards for Registered Training Organisations (RTOs) 2025
- 6.2. Standards for Registered Training Organisations (RTOs) 2015
- 6.3. Higher Education Support Act 2003 (Cth)
- 6.4. Higher Education Standards Framework (Threshold Standards) 2021 (Cth)
- 6.5. Age Discrimination Act 2004 (Cth)
- 6.6. Australian Human Rights Commission Act 1986 (Cth)
- 6.7. Disability Discrimination Act 1992 (Cth)
- 6.8. Fair Work Act 2009 (Cth)
- 6.9. Racial Discrimination Act 1975 (Cth)
- 6.10. Racial Hatred Act 1995(Cth)
- 6.11. Sex Discrimination Act 1984 (Cth)
- 6.12. Work Health & Safety Act 2011 (Cth)
- 6.13. Workplace Gender Equality Act 2012 (Cth)
- 6.14. Australian Human Rights Commission Act 1986 (Cth)

## **7. POSITIONS RESPONSIBLE**

- 7.1. Governing Council
- 7.2. Academic Board
- 7.3. Chief Executive Officer
- 7.4. Director of Education
- 7.5. Director of International Services
- 7.6. Campus Managers
- 7.7. All members of the AFTT's workforce and students

## 8. APPROVAL INFORMATION

<b>Approval Authority</b>	Governing Council
<b>Health Check approval authority</b>	AFTT CEO
<b>Review date</b>	01/12/2026

Version	Approved by	Approval date	Effective date	Modifications	Status
2.0	Academic Board	22/03/2018	22/03/2018	"Health Check": Updated to new format; Renamed positions	Superseded
2.1	N/A	N/A	17/10/2018	Updated format	Superseded
2.2	AFTT CEO	05/04/2019	05/04/2019	Redesigned version	Superseded
2.3	AFTT CEO	28/10/2021	01/12/2021	Amendments as per external reviewer's recommendations. Sections added: 4.4.1.2, 4.4.2.1, 4.4.2.2, 4.4.7, 4.4.10, 4.4.15-4.4.18. Sections 4.4.6, 4.4.11 and 4.4.12 were amended.	Current
2.4	QERC	30/06/2025	01/07/2025	Std's for RTO's 2025	Current