

POLICY: S4.1

STUDENT DIVERSITY AND EQUITY

1.0 INTRODUCTION

1.1 Context

The Australian Institute of Management (AIM) is a Registered Training Organisation that provides vocational education and training to students. AIM is committed to removing barriers and providing tailored support mechanisms to ensure that all students are offered the opportunity to succeed in their chosen course of study.

1.2 Purpose

This policy articulates the commitment and the principles under which AIM provides new and existing students with fair and equitable access and ongoing support for all aspects of its programs. AIM does this by offering targeted support to students with diverse backgrounds so that it may identify and remove inequitable barriers to study and promote equal educational opportunities.

1.3 Scope

The policy applies to prospective AIM students and current AIM students enrolled in vocational education and training (VET) courses with AIM, including those students accessing a VET Student Loan (VSL) or government funding for approved courses.

This policy also applies to academic and professional staff in terms of the actions required to support students with differing learning needs and from diverse socio-cultural backgrounds.

1.4 Scope Exceptions

None

2.0 RESPONSIBILITIES

All those referred to under the Scope of this policy are responsible for complying with the terms of the policy and related procedures, and for ensuring that students, seeking a review of any aspect of their student journey, or who have a grievance about AIM processes, are treated fairly and without discrimination.

3.0 POLICY

Principles

1. AIM is committed to meeting the needs of students with disabilities and does so by upholding the principles of access, equity, fairness, and support for those that come to AIM from a range of backgrounds.

2. AIM complies with all relevant Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations including (but not limited to) the Standards for Registered Training Organisations (RTOs) 2015 including the clauses related to providing student support clause 1.7 and related clauses 5.4, and Standard 6, clauses 6.1 to 6.6. (For more information related to clauses 5.4 and 6.1 to 6.6 refer to the Student Progression and Complaints and Appeals Policies and Procedures), VET Student Loans Act (VSL) 2016, and VET Student Loans Rules 2016 and relevant Smart and Skilled requirements.
3. A commitment to the principles of social justice is addressed in all aspects of AIM operations that include marketing, enrolment, teaching and learning, assessment, student support services, and include the elimination of harassment and victimisation from all aspects of the student journey.
4. AIM is committed to removing barriers that prevent students from participating in AIM courses and ensures it provides opportunities for students to seek reasonable adjustments, so they are provided with fair and equitable treatment without regard to political affiliation, race, religion, national origin, sex, marital status, disability or socio-economic background.
5. AIM respects the traditional cultural, ceremonial (including spiritual and community obligations) and Sorry Business practices of Aboriginal and Torres Strait Islander peoples in accordance with Fair Work Australia guidelines.
6. AIM ensures prospective students and current students are aware of the support services available to them and how to access them throughout their student journey, treating each request for support in a confidential manner.
7. AIM endeavours to identify students with support needs at the enrolment stage to ensure early intervention and will engage with prospective students to understand their individual needs and how to best support students to successfully complete their course.
8. AIM proactively monitors student progression to identify any student needing support or “at risk” throughout the duration of their course. (Refer to the Student Progression Policy and Procedure).
9. Individual student circumstances vary and there are a range of possible support strategies that may be appropriate. The table below provides some examples of the types of support services that AIM may provide.

Individual Need	Support Service
Pre-enrolment support to ensure understanding	Students requiring additional support to understand the pre-enrolment information requirements will be engaged in additional one-on-one sessions to talk the student through the student information, the course information and fees and charges.
Minor LLN need that would inhibit course participation	A Trainer and Assessor may provide individual support during learning activities and/or reasonable adjustment during assessment activities.
Significant LLN need that would prevent participation and completion of the course	The student may be referred to another party to complete a course in Language, Literacy and Numeracy as the nature of AIM operations may prevent it from providing extensive support and cause unjustifiable hardship to AIM.
Recognised difficulties in studying and learning	This type of need would be assessed case by case. In some cases, the student may be provided with some additional resources for providing student study support.

Individual Need	Support Service
	If the student has significant learning difficulties, it may be appropriate for AIM to refer the student to another party as the nature of AIM operations may prevent it from providing extensive support and cause unjustifiable hardship to AIM.
English as second language	The course may be altered to accommodate (e.g. more time to study and individual sessions from Trainers and Assessors).
A nervous/anxiety disorder	AIM will make all possible allowances and adjustments. This type of need would be assessed case by case.
Counselling in relation to their personal situation	Students may be referred to another party e.g. Lifeline (13 11 14), Beyond Blue (1300 224 636).
Disability or medical condition	AIM will make all possible allowances and adjustments it can. This type of need would be assessed case by case and may result in AIM recommending the student to another provider as the nature of AIM operations may prevent it from providing extensive support and cause unjustifiable hardship to AIM.
Visual impairment	Students with visual impairment can be supported by supplying internal learning resources with the capacity to increase the font.

10. AIM staff comply with the relevant national and state and territory legislation covering human rights, privacy, disability, gender equality, anti-discrimination, equal opportunity, age discrimination, racial discrimination and sex discrimination.

4.0 DEFINITIONS

- **Access** - The principle of fair and equitable provision of all services provided by AIM that are free of any form of discrimination irrespective of a person’s country of birth, language, culture, race or religion.
- **Equity** - The principle of the provision of services by AIM that are developed and delivered on the basis of fair treatment of all students who are eligible to receive them, irrespective of background.
- **Disability** - The Disability Discrimination Act 1992 (Cth) defines disability as:
 - total or partial loss of the person’s bodily or mental functions
 - total or partial loss of a part of the body
 - the presence in the body of organisms causing disease or illness
 - the malfunction, malformation or disfigurement of a part of the person’s body
 - a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
 - a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment, or that results in disturbed behaviour;

and includes disability that: presently exists

- previously existed but no longer exists
 - may exist in the future
 - is imputed to a person (meaning it is thought or implied that the person has disability but does not).
- **Discrimination** - Any practice that makes distinction between individuals or groups to arbitrarily advantage one and disadvantage the other. Discrimination occurs when somebody is treated less favourably on the grounds of the following attributes sex, imputed characteristics (stereotypes), parental status, lawful sexual activities, marital status, race, age, impairment (physical or intellectual), disability, religion, political belief or activity, trade union activity, pregnancy or lactation.
 - **LLN-** means Language, Literacy and Numeracy.
 - **Reasonable Adjustment** - A measure or action taken to assist a student with a disability to participate in training on the same basis as other students. An adjustment is reasonable if it considers the student's learning needs and balances the interests of all parties affected, including the student, the provider, staff and other students.

5.0 REFERENCES AND ASSOCIATED INFORMATION

- Aboriginal and Torres Strait Islander Student Support Framework
- Age Discrimination Act 2004 (Cwlth)
- Australian Human Rights Commission Act 1986 (Cwlth)
- Bullying, Harassment and Discrimination (Staff and Students)
- Commonwealth Sex Discrimination Act 1984
- Complaints and Appeals Policy and Procedure
- Course Progression Policy and Procedure
- Disability Discrimination Act 1992 (Cwlth)
- Disability Standards for Education 2005 (Cwlth)
- Sexual Assault and Sexual Harassment Prevention and Response
- Sex Discrimination Act 1984 (Cwlth)
- [Standards for Registered Training Organisations \(RTOs\) 2015](#)
- Student Code of Conduct
- Student Diversity and Equity Procedure
- Student Progression Policy and Procedure
- [VET Student Loans Act 2016](#)
- [VET Student Loans Rules 2016](#)

6.0 POLICY OWNERSHIP

Policy Owner	Head of Academic Delivery, VET
Status	Reviewed on July 2022
Approval Authority	Chief Executive Officer
Date of Approval	13 September 2022

Effective Date	26 September 2022
Implementation Owner	Head of Academic Delivery, VET
Maintenance Owner	VET Compliance and Operations Manager
Review Due	11 August 2025
Content Enquiries	VET Compliance and Operations- Brenda Cleaver Email: brenda.cleaver@aim.com.au

7.0 AMENDMENTS

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
S4.0	13 September 2022	VET Compliance and Operations Manager	Policy and procedure separated updated in accordance with review of Scentia governance. Combined Access and Equity and Student Support and changed to Student Diversity and Equity
S4.1	4 October 2023	VET Compliance and Operations Manager	Addition of information related to VET Student Loans (VSL) and government funds for approved courses.