

DIVERSITY, INCLUSION AND EQUITY POLICY

1. Purpose

- 1.1 This document applies to the **Innovative Institute of Australia**, its courses, its clients (students), and its controlled entities (collectively, "IIA", "Institute", "the Institute", "we", "us", "our"), and to students.
- 1.2 The purpose of this policy is to provide a learning environment characterised by safety, diversity, inclusion and equity, and to prevent racism, discrimination, vilification and any other form of harassment.
- 1.3 The Diversity, Equity and Inclusion Policy (DEI Policy) applies to day-to-day activities in the Institute and extends to work placements, excursions, events, and recreational activities.
- 1.4 When designing DEI Policy, the Institute actively considers people with diverse backgrounds, including age, culture, language, gender, financial ability, neurodivergence, LGBTIQ+ identities, and First Nations people.
- 1.5 This policy does not affect students' rights under the *Australian Consumer Law*.

2. Definitions

- 2.1 Diversity refers to the characteristics of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs and/or other ideologies.
- 2.2 Inclusion refers to practices that support fairness, safety and equality.
- 2.3 First National refers to a person who identifies as Aboriginal or Torres Strait Islander.
- 2.4 Cultural safety is to provide an environment that is safe for First Nations people.
- 2.5 Reasonable adjustment is an alteration to the work environment or processes that enables an employee with a disability to perform their duties on equal terms with their colleagues.

- 2.6 An education agent refers to an entity (in or outside Australia) that
- i. Engages in any of the following activities in relation to a provider:
 - A. The recruitment of overseas students, or intending overseas students;
 - B. providing information, advice or assistance to overseas students, or intending overseas students, in relation to enrolment;
 - C. otherwise dealing with overseas students, or intending overseas students; and
 - ii. is not a permanent full-time or part-time officer or employee of the Institute.
- 2.7 Agent Agreement refers to the agreement between the Institute and the agent, including the schedules.
- 2.8 CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students.
- 2.9 ESOS Act refers to the *Education Services for Overseas Students Act 2000 of the Commonwealth of Australia*.
- 2.10 National Code refers to the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.
- 2.11 Prospective student/applicant/client refers to a person who intends to become, or who has taken any steps towards becoming, an 'overseas student' or 'intending overseas student' as defined by the *ESOS Act*.
- 2.12 DHA refers to the Department of Home Affairs.
- 2.13 OSHC refers to the Overseas Student Health Cover.
- 2.14 eCoE refers to the electronic Confirmation of Enrolment.
- 2.15 2025 Standards for RTOs refers to the *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025*.

3. Principles

- 3.1 Innovative Institute is committed to providing a learning environment characterised by safety, diversity, inclusion and equity, and to preventing racism, discrimination, vilification and any other form of harassment.
- 3.2 The Diversity, Equity and Inclusion Policy (DEI Policy) applies to all prospective and current students, employees, third parties and relevant stakeholders.
- 3.3 The DEI Policy applies to day-to-day activities at the Institute, as well as to work placements, excursions, events, and recreational activities.
- 3.4 When designing DEI Policy, the Institute actively considers people with diverse backgrounds, including age, culture, language, gender, financial ability, neurodivergence, LGBTIQ+ identities, and First Nations people.

4. Policies

- 4.1 The Institute ensures its services are accessible and inclusive, including the training environment, activities and materials, assessment processes, and wellbeing support.

4.2 Indigenous participation:

The Institute is committed to providing a culture of safety for First Nations people. We support them in the following aspects:

- i. Acknowledge that First Nations people may have a unique experience in Australia, a less positive experience and face difficulties in enrolling in VET courses.
- ii. Consider accommodating student diversity when developing courses, units and recruitment procedures.
- iii. Zero tolerance on unconscious bias, racism and discrimination for First Nations people.
- iv. Support First Nations people on self-determination activities, enrolments and utilising full available academic and personal support.
- v. Encourage students, employees, third parties and relevant stakeholders to improve their cultural competence and hear voices from local First Nations groups and communities.

- vi. Review training tools, assessments, study materials, and activities, and ensure they are culturally safe and trauma-aware.
- vii. Monitor First Nations people's study progress and completion rates, and, when necessary, make appropriate adjustments to help them successfully complete courses.

4.3 Students with a disability

For the students with disabilities and/or ongoing ill health (including mental health issues):

- i. The Institute encourages them to apply for and participate in courses on the same basis as other students.
- ii. The Institute encourages students, if they wish to do so, to disclose their disabilities and/or ongoing ill health, including mental health issues.
- iii. The Institute commits to providing them with appropriate assistance in course selection, enrollment, orientation, study progress, work placement, utilising full on-campus academic and personal support, and other relevant study activities.
- iv. The Institute ensures that appropriate and reasonable adjustments are provided, so that individuals can access and participate in training and assessments. Reasonable adjustments include, but are not limited to:
 - a. prepare sufficient and flexible course activities
 - b. provide extra support
 - c. customise study materials, activities or presentation mediums
 - d. provide a suitable alternative within the context of the course
- v. When preparing reasonable adjustments:
 - a. The Institute will understand students' needs by engaging with students, trainers, assessors and relevant stakeholders (for instance, students' parents).
 - b. The Institute ensures that all adjustments are applicable in the workplace, considering the best interests of students.

4.4 Workspace and equal job opportunity

The Institute acknowledges that the provision of respect and diversity in the workplace is the foundation of equal opportunity in employment. We uphold a workplace culture

that is respectful, courteous, and fair, valuing individual differences as a core aspect of the Institute's activities in building a positive workplace culture.

4.5 Teaching and academic support

- i. The Institute will develop courses and units that support student diversity, providing every student with the opportunity to succeed.
- ii. All prospective and enrolled students will have access to the latest academic governance policies and requirements on diversity and equity.
- iii. The Institute will make sure that students with special needs are informed about the reasonable adjustment options available to support their orientation, academic progress, and access to learning resources.
- iv. The Institute will ensure that the safety and well-being needs of all students are met, in line with diversity and equity requirements.

5.1 Responsibilities

- i. All team members at the Institute are expected to act fairly and respectfully. They must not discriminate, harass, bully, sexually harm, victimise, or vilify others. They must also not request, encourage, authorise, or assist anyone else to engage in such behaviour.
- ii. Staff with supervisory or leadership responsibilities must show a clear commitment to responsible practice, inclusion, and diversity. They are expected to model appropriate behaviour and promote awareness of relevant policy documents, including this policy, within their work area.
- iii. Institute units will support accessible and inclusive learning and work environments by providing services, expertise, and communication. They are accountable for outcomes, including collecting data and reporting on progress in carrying out relevant strategies.
- iv. Staff involved in recruitment or academic career progression must ensure equal opportunity for access, participation, and advancement in employment.

Steps		Person/s responsible
5.1 Diversity and Inclusion		
i.	Recruit staff from diverse backgrounds Advertisements encourage applications from people from diverse backgrounds and from First Nations people. Selection is based on merit, qualifications and skills and is free from discrimination or bias.	CEO
ii.	Train staff in diversity and inclusion Induction training includes training on our diversity and inclusion policies and procedures, and our organisation culture, which respects and values people from diverse backgrounds. Annual training session for all staff on diversity, inclusion, cultural sensitivity and student wellbeing.	CEO
iii.	Encourage enrolments from First Nations people and people with disability Website and course brochures include information encouraging First Nations people and people with disabilities to apply for enrolment. The Student Support Officer provides students with support in understanding the enrolment process.	CEO
iv.	Identify additional learning supports The student Support Officer assists students in identifying any additional learning supports they may need, and the Institute can provide.	CEO, Student Support Officer, Trainers and Assessors
v.	Review training and assessment materials to ensure they are inclusive and reflective of diversity Pre-validation of learning and assessment materials. Students and trainers are encouraged to make suggestions for improvement at any time.	CEO, Training Manager, Trainers and Assessors

vi.	Creating a culturally safe learning environment for First Nations students. Taking the time to build rapport and trust with First Nations students. Respecting the identify and experience of First Nations students. Engaging in active listening, showing genuine interest in the students' backgrounds, and creating an environment where students feel comfortable sharing aspects of their culture and experiences. Creating a positive setting where people are respected and feel comfortable being themselves. Establishing classroom norms that prioritise respect, inclusivity, and empathy, ensuring all students feel valued. Being mindful of body language, tone, and the use of eye contact, which may have different cultural implications for First Nations students. Addressing any instances of racial prejudice or cultural insensitivity promptly and effectively. Providing tailored and one-on-one support to First Nations students. Addressing unconscious bias in assessment by ensuring there are consistent marking standards. Providing additional support to address barriers to completion of training. Recognising and celebrating important dates and events, such as NAIDOC Week and National Sorry Day. Informing First Nations people where information (including learning and assessment material, advertising) may contain images, voices and names of deceased persons.	CEO, Training Manager, Trainers and Assessors
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	Linking First Nations students with mentorship programs with Indigenous role models and peer support groups.	
vii.	Consider any Opportunities for Improvement to this process Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting.	CEO, Student Support Officer, Training Manager, Trainer

VERSION HISTORY

Version Number	Date	Summary of changes
1.0	September 2021	New policy
2.0	July 2025	Revised and updated to include the changes according to the Standards for Registered Training Organisations (2025).
3.0	December 2025	Revised and updated to include the changes according to the ESOS 2000 Act.