1. Purpose

1.1　The purpose of this policy is to articulate CAIT Hi-Ed's commitment to fostering a diverse, equitable, and inclusive learning and working environment where all individuals are treated with dignity and respect, and have access to equal opportunities to succeed academically and professionally.

1.2　CAIT Hi-Ed recognises the value of a diverse student and staff population and is committed to eliminating barriers to participation and success for all, particularly individuals from under-represented or historically marginalised groups. This includes, but is not limited to, Aboriginal and Torres Strait Islander peoples, people with disabilities, culturally and linguistically diverse individuals, and those from low socio-economic backgrounds.

2. Scope

2.1　This policy applies to all students, academic staff, professional staff, contractors, and visitors to CAIT Hi-Ed. It encompasses all areas of institutional operations, including student admissions and enrolment, learning and teaching, curriculum design, assessment and evaluation, staff recruitment and development, as well as the provision of institutional services and support.

3. Policy

3.1　The Equity and Diversity Policy at CAIT Hi-Ed affirms our commitment to fostering a culture of inclusivity, respect, and equal opportunity for all members of our community. We recognize and value the rich diversity of backgrounds, perspectives, and experiences that contribute to our academic and social environment. Our policy seeks to eliminate discrimination and harassment based on race, gender, sexual orientation, disability, age, and other protected characteristics.

4. Principles

4.1　We strive to create a welcoming, respectful, and inclusive environment where individuals of all backgrounds feel safe, valued, and supported.

4.2　We ensure that institutional policies and practices promote fair and equal access to learning, employment, and advancement opportunities.

4.3　We recognise and celebrate the cultural, social, linguistic, and personal diversity of our community, including Aboriginal and Torres Strait Islander peoples.

4.4　We proactively identify and remove systemic and procedural barriers to participation and success, including through reasonable adjustments.

4.5　We give particular attention to the recruitment, admission, support, and success of Aboriginal and Torres Strait Islander students and staff, through culturally safe practices and partnerships with Indigenous communities.

4.6　All members of the CAIT Hi-Ed community are responsible for upholding principles of equity, and will be held accountable for conduct that undermines inclusion or equality.

4.7　We monitor participation, progress, and outcomes across diverse student groups to inform continuous improvement in institutional strategy, support, and pedagogy.

5. Procedure

5.1　Equity in Admissions and Enrolment

- Admission processes must be inclusive, clear, and transparent.

- Application and admission materials must be accessible in various formats.

- Aboriginal and Torres Strait Islander applicants are offered culturally appropriate support and reasonable adjustments.

- Admissions staff assess educational preparedness and provide support pathways where barriers are identified.

5.2 Inclusive Learning and Assessment

- Teaching staff design inclusive materials that reflect the diversity of learners.

- Students may request academic accommodations through Student Services.

- Academic adjustments (e.g., assessment flexibility, additional time) are coordinated and documented in a Learning Support Plan.

- Inclusive assessment design ensures all students can demonstrate their learning effectively.

5.3 Staff Development and Training

- All new staff complete induction training on equity, unconscious bias, and Aboriginal and Torres Strait Islander cultural competence.

- Equity training is included in annual Continuing Professional Development (CPD) for all staff.

- HR maintains training records and ensures compliance with institutional and legal obligations.

5.4 Student Support and Wellbeing

- Orientation programs include sessions on student rights, support services, and equity responsibilities.

- Students from under-represented groups may receive mentoring, study skills assistance, and tailored transition support.

- Student Services coordinates individual wellbeing plans and refers students to external services if needed.

- Staff are trained to help students access available supports confidentially.

5.5 Complaints and Resolution

- Equity-related issues or complaints can be raised under the CAIT Hi-Ed Complaints and Appeals Procedure.

- Complaints are managed confidentially and assessed fairly by the relevant manager or committee.

- All parties are protected from retaliation.

- Serious complaints may be escalated to the Grievance Handling Committee for further review.

6. Roles and Responsibilities

6.1 All Members of CAIT Hi-Ed

- Behave respectfully and inclusively at all times

- Avoid and report discriminatory, harassing, or exclusionary conduct

- Uphold equity principles in learning, teaching, and work practices

6.2 Academic and Professional Staff

- Foster inclusive classrooms and workspaces

- Undertake ongoing professional development in inclusive practice

- Identify and support students who may face barriers to participation or achievement

6.3 Academic Board

- Ensure curricula and assessment frameworks support inclusive education

- Monitor student success indicators across equity cohorts

6.4 HR and Leadership

- Lead inclusive recruitment, promotion, and performance management processes

- Ensure anti-discrimination and cultural awareness training is provided and maintained

- Promote a culture of psychological safety, transparency, and equity

6.5 Students

- Participate in equity-related workshops or training

- Engage respectfully with peers and staff of diverse backgrounds

- Use internal complaint processes to report issues of discrimination or inequity

7. Monitoring and Evaluation

7.1 CAIT Hi-Ed will collect and analyse data on the participation, progression, and completion of identified student subgroups (e.g. Aboriginal and Torres Strait Islander students, students with disabilities, CALD students, first-in-family students).

7.2 Data will be reviewed annually by the Academic Board and Executive Management to:

- Evaluate the impact of equity strategies

- Identify gaps in achievement

- Inform the improvement of policies, admissions practices, and learning support services

7.3 Key findings will be used to shape institutional priorities, resource allocation, and strategic planning in support of equity and diversity.

8. Implementation and communication.

8.1 This policy will be made available via:

- The CAIT Hi-Ed website

- Student handbooks and course orientation

- Staff induction and professional development materials

8.2 Progress toward equity goals will be communicated in the Institute's annual report and other relevant publications.

9. Authority and Compliance

File Number	HEP 084
Status	Current

Approval Authority	Governance Board.
Legislative Compliance	- Tertiary Education Quality and Standards Agency Act 2011 (Cth) - Education Services for Overseas Students Act 2000 (Cth) - National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth) - Racial Discrimination Act 1975 (Cth) - Sex Discrimination Act 1984 (Cth) - Disability Discrimination Act 1992 (Cth) - Disability Standards for Education 2005 (Cth) - Australian Human Rights Commission Act 1986 (Cth) - Workplace Gender Equality Act 2012 (Cth) - Age Discrimination Act 2004 (Cth)
Supporting Documents	- Complaints, Grievance and Appeals Procedure - Complaint, Grievance and Appeals Form - Learning and Teaching Strategy - Indigenous Scholarship Application Form - Reasonable adjustment Form - Annual Equity and Diversity Data Report Template
Related Documents	- CAIT Hi-Ed Complaints and Appeal Policy and Procedure - CAIT Hi-Ed Admission Policy and Procedure - CAIT Hi-Ed Staff and Student Handbook
Higher Education Standards Framework (Threshold Standards) 2021	- Standard 1.1, ss 1 - Standard 1.3 - Standard 2.2 - Standard 2.3, ss 3 - Standard 3.2, ss 5 - Standard 3.3, ss 3-4 - Standard 7.2, ss 2
Education Services for Overseas Students (ESOS Act) and National Code of Practice for Providers of Education and Training to Overseas Students 2018	- Standard 2; ss 1 -2 - Standard 6; ss 1 -7 - Standard 7 - Standard 10; ss 1 – 4
Responsible Officer	Academic Dean.
Responsible Executive	CEO.
Enquiries Contact	Academic Dean.

Effective Date	
Expiry Date	Not applicable
Next Review	3 Years from the effective date

10. Review Schedule

This policy will be reviewed by the Academic Board every three years.

Version History			
Version No	Approved by	Approval Date	Revision Notes
1.0	Governance Board	16/8/2024	New policy