

## STUDENT DIVERSITY, EQUITY AND INCLUSION POLICY

### Purpose

This policy sets out the principles informing AIB's approach to ensuring that students and Candidates have equitable opportunities for access to and progression through all Courses offered at AIB. We value and respect social, cultural, physical, geographical, religious and linguistic diversity and promote behaviours that provide an inclusive, safe, respectful, and productive environment.

### Scope

This policy applies to all AIB's students, Candidates, and Staff. For the purpose of this policy, 'student(s)' in this policy refers to both students and Candidates.

### Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the [glossary](#).

**Reasonable Adjustment:** an adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. (taken from Section 3.4 (1) of the *Disability Standards for Education 2005*).

### Policy

1. AIB is committed to promoting an inclusive learning environment, embracing its diverse community and providing equal opportunities for all students to successfully apply for, enrol in, and complete their studies. AIB's student policy framework is documented, applied equitably and consistently, and made publicly accessible via the AIB website.
2. We ensure that all individuals have the right to enrol and participate in AIB Courses without discrimination. The application of all student-related policies and procedures follows principles of equity, inclusion, fairness, respect, and transparency.
3. AIB has a zero tolerance approach to unlawful harassment, discrimination and victimisation.
4. All students have the right to object to discrimination and harassment in any form, and to access documented internal and external grievance processes when such discrimination takes place.
5. We embrace the principles of, and obligations for, equity and inclusion and acknowledge historically and socially disadvantaged and under-represented student cohorts, particularly those identified in government policy and legislation.

6. We ensure that appropriate policies, procedures and practices are in place to accommodate and support students of diverse backgrounds and needs, including but not limited to diversity of culture, faith, gender, sexuality, and physical and mental health needs. The design of materials and processes will incorporate resources and persons from the communities directly impacted by AIB's equity, inclusion and diversity framework, services, and practice.
7. Students and staff will be provided with assistance to develop their awareness, acceptance and competence related to inclusion and to engage respectfully with diverse groups. Through our Equity, Inclusion, and Diversity framework, which includes policies and procedures, Student Handbooks, Codes of Conduct and the AIB Employee Handbook; we ensure that staff and students are aware of their rights and the associated responsibilities, and the consequences for breaches of those responsibilities. Further, we ensure that the procedural fairness is followed for applying penalties for any breaches of related policies and procedures.
8. We ensure that the participation, progress, and completion by identified under-represented student groups is monitored and that the findings are used to inform admission policies and improvement of teaching, learning, research training, and general support strategies for those groups.
9. We recognise that AIB's online delivery affords a distinctive capacity and capability and responsibility to cater for traditionally under-represented student groups including, but not limited to:
  - (a) people from lower socio-economic backgrounds,
  - (b) people with disabilities,
  - (c) Aboriginal and Torres Strait Islander peoples, and First Nations people of all regions across the world,
  - (d) people from remote, rural, or isolated areas,
  - (e) people who are the first in their family to attend a higher educational institution, and
  - (f) people for whom English is their second language.
10. We recognise the sensitivities when exploring different perspectives, but we promote the integration of inclusion, diversity and equity principles within research, curricula development, approval and review, and policies and procedures.
11. We ensure that there is a designated AIB staff member with responsibility for promoting, supporting and advising on student equity, inclusion, and diversity matters.
12. AIB is committed to its obligations to provide Reasonable Adjustments and appropriate support for students to participate in their studies and in demonstrating achievement of learning outcomes.

**Related Policies and Procedures:**

[Student Diversity, Equity and Inclusion Procedure](#)  
Academic Freedom and Intellectual Enquiry [Policy](#)  
Academic Quality Assurance [Framework](#)

Admissions [Policy](#) and [Procedure](#)  
Articulation, Credit Transfer and Recognition of Prior Learning [Policy](#) and [Procedure](#)  
Course and Subject Development and Approval [Policy](#) and [Procedure](#)  
Course Review [Policy](#) and [Procedure](#)  
Inclusive Language Guidelines (Internal)  
Sexual Assault and Sexual Harassment (SASH) [Policy](#) and [Procedure](#)  
Special Circumstances Application [Procedure](#)  
Staff Code of Conduct (Internal)  
Staff Equity, Inclusion and Diversity Policy (Internal)  
Student Code of Conduct [Policy](#) and [Procedure](#)  
Student Complaints, Grievances and Appeals [Policy](#) and [Procedure](#)  
Student Refund [Policy](#) and [Procedure](#)  
Subject Review [Policy](#) and [Procedure](#)  
Support for Students [Policy](#) and [Procedure](#)

### **Related Legislation and Frameworks:**

*Age Discrimination Act 2004 (Cth)*  
*Australian Code of Responsible Conduct of Research 2018*  
*Australian Human Rights Commission Act 1986*  
*Disability Discrimination Act 1992 (Cth) (including [Disability Standards for Education 2005](#))*  
*Equal Opportunity Act 1984 (SA)*  
*Higher Education Standards Framework (Threshold Standards) 2021*  
*Higher Education Support Act 2023*  
*Racial Discrimination Act 1975 (Cth)*  
*Racial Vilification Act 1996 (SA)*  
*Sex Discrimination Act 1984 (Cth)*  
*TEQSA Act 2011*  
*Universities Accord (National Higher Education Code to Prevent and Respond to Gender-based Violence) Act 2025*

### **External References**

Reconciliation Australia n.d., *RAP Drafting Resources: Demonstrating inclusive and respectful language*, viewed 10 September 2025,  
<https://www.reconciliation.org.au/wp-content/uploads/2021/10/inclusive-and-respectful-language.pdf>.

### **Responsibility:**

Academic Dean

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