

## PAX-S02 Diversity and Inclusion Policy

**Version Number:** 1.0

**Person Responsible for Implementation:** Compliance & QA Team, Academic Officers, HR, Marketing Team, Student Support Staff

**Effective Date:** 27 June 2025

**Review Date:** 27 June 2027

### Relevant Standards:

- Outcome Standards for RTOs 2025: Standard 2.5
- National Code 2018: Standard 2
- ESOS Act 2000
- Racial Discrimination Act 1975
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986

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### Purpose

This policy outlines how PAX Institute of Education ensures a safe, inclusive, and culturally responsive learning environment that values and supports the diversity of its Vocational Education and Training (VET) student population. It supports compliance with Outcome Standard 2.5 of the Standards for RTOs 2025, promoting cultural safety, particularly for First Nations people, and embedding diversity, equity, and inclusion across all operations.

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### Scope

This policy applies to all prospective and enrolled students at PAX Institute, including domestic and international students, and all staff, contractors, and third-party providers delivering services across all campuses, delivery sites, and online platforms.

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### Definitions

Term	Definition
<b>Cultural Safety</b>	An environment where individuals' cultural identities are respected, valued, and free from challenge, ensuring safety and inclusion.
<b>Inclusion</b>	Actively creating environments where all individuals feel respected, accepted, and valued, regardless of background or identity.
<b>First Nations Peoples</b>	Aboriginal and Torres Strait Islander peoples of Australia.
<b>Unconscious Bias</b>	Social stereotypes or attitudes that unconsciously influence understanding, actions, and decisions.

## Diverse Learners

Students from varied backgrounds, including culturally and linguistically diverse (CALD), First Nations, people with disabilities, and non-traditional gender identities.

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## Policy Statements

PAX Institute is committed to fostering a safe, inclusive, and culturally responsive learning environment for all students. We ensure:

- A learning environment free from racism, discrimination, harassment, or abuse, with accessible physical and virtual spaces.
- Cultural safety for First Nations people through respectful engagement, representation, and acknowledgment of historical barriers to VET access.
- Inclusive practices in marketing, enrolment, training delivery, assessments, and student support services, tailored to diverse student needs.
- Staff cultural competence through mandatory training on cultural awareness, unconscious bias, and anti-discrimination practices.
- Compliance with legislative requirements, including the ESOS Act 2000, Racial Discrimination Act 1975, and Disability Discrimination Act 1992.
- Continuous improvement through regular feedback, audits, and stakeholder engagement to enhance diversity and inclusion practices.

## Information Provided to Students

Students receive clear, accurate, and accessible information on diversity and inclusion policies through:

- PAX website, student handbook, and orientation sessions.
- Course materials and support service guides outlining cultural safety and anti-discrimination policies.
- Enrolment agreements and webinars detailing student rights, complaint processes, and support for diverse learners.

## Ensuring Cultural Safety and Inclusion

PAX ensures cultural safety and inclusion by:

- Conducting accessibility audits of learning environments.
- Providing reasonable adjustments (e.g., flexible deadlines for cultural obligations).

- Engaging local First Nations communities to inform training practices when possible and applicable.
- Implementing inclusive marketing and enrolment processes free from stereotypes.
- Training staff on cultural competence and anti-discrimination practices.

## Addressing Unsuitable Practices

If practices are found non-compliant with Outcome Standard 2.5 (e.g., discriminatory materials or lack of cultural safety):

- The Compliance & QA Team investigates and implements corrective actions (e.g., revising materials, retraining staff).
- Affected students are supported with tailored adjustments or alternative pathways.
- Issues are addressed via the Complaints and Appeals Policy.

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## Procedures

PAX Institute will:

### 1. Inclusive Learning Environment

- Conduct accessibility audits of physical and virtual learning environments (e.g., wheelchair access, visual LMS content).
- Implement a process for students to request reasonable adjustments, documented in Student Support.
- Monitor learning environments through termly walkthroughs and student surveys.

### 2. Cultural Safety for First Nations People

- Establish partnerships with local First Nations organisations for curriculum input where relevant.
- Recruit First Nations staff or guest speakers for training delivery where relevant and applicable.
- Develop guidelines for respectful language and acknowledgment of First Nations culture.

### 3. Inclusive Marketing and Enrolment

- Audit marketing materials for inclusivity and accessibility.
- Ensure enrolment forms are accessible (e.g., large print, multilingual).

- As much as practicable, ensure available staff from various cultural and linguistic backgrounds to assist with enrolment and marketing process, and support throughout enrolment.

#### 4. Staff Capability and Cultural Competence

- Deliver mandatory training on cultural awareness, unconscious bias, and anti-discrimination.
- Collect evidence of PD for trainers and staff, focusing on inclusive teaching practices.
- Have competent staff available on campus to guide staff and students in correct and adequate adherence to inclusivity guidelines.

#### 5. Preventing Discrimination, Harassment, and Abuse

- Align Complaints and Appeals Policy, Student Code of Conduct Policy and Staff Code of Conduct Policy with Outcome Standard 3.1 to address discrimination.
- Train staff on sensitive incident response.
- Analyse complaints and feedback to identify and address systemic issues.

#### 6. Monitoring and Continuous Improvement

- Conduct termly learner surveys to assess inclusivity and cultural safety.
- Perform annual audits of diversity and inclusion practices.

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### Monitoring Mechanism Summary Table

What is Monitored	How	Frequency	Responsible
Accessibility of learning environments	Audit of classrooms and LMS for accessibility features	Annually	Compliance & QA Team
Cultural safety for First Nations people	Community consultations and feedback analysis	When applicable	CEO, Academic Officers
Inclusivity of marketing materials	Review of website, brochures, and campaigns	Biannually	Marketing Team
Staff cultural competence training	Audit of training completion records	Quarterly	HR, Compliance & QA Team
Discrimination and harassment incidents	Analysis of complaints and incident logs	Quarterly	CEO, Compliance & QA Team

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Policy implementation and feedback	Audits using ASQA’s Self-Assurance Workbook	Annually	CEO, Compliance & QA Team
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## Responsibilities

Role	Responsibilities
<b>CEO</b>	Oversee organizational commitment to diversity and inclusion, approve policy updates.
<b>Compliance &amp; QA Team</b>	Monitor compliance with Outcome Standard 2.5, conduct audits, and review inclusive practices.
<b>Academic And Support Officers</b>	Support trainers in adapting delivery, advise on adjustments, monitor feedback. Provide culturally appropriate wellbeing services, coordinate support for diverse learners.
<b>Trainers and Assessors</b>	Implement culturally responsive teaching, complete cultural competence training.
<b>Marketing Team</b>	Ensure inclusive, compliant marketing materials.

## Relevant Documents and Records

- Student Code of Conduct
- Staff code of conduct
- Student Support Policy
- Complaints and Appeals Policy
- Staff Handbook and Trainer Induction Kit
- ASQA Practice Guide: Diversity and Inclusion (2025)

## Self-Assurance Questions

- 1. How do you support and encourage participation by a diverse range of students, including those from under-represented groups?**

PAX implements inclusive marketing, accessible enrolment processes, and targeted outreach for groups like women in trades and First Nations learners, supported by tailored adjustments and LLN support.
- 2. How is your organization perceived by the local First Nations community? Have you tested this?**

PAX engages local First Nations organizations biannually for feedback to ensure cultural safety and positive community perceptions.

**3. How do you ensure your systems, policies, procedures, and practices are inclusive and culturally safe?**

Annual audits using ASQA's Self-Assurance Workbook, learner surveys, and community consultations ensure inclusive practices, with corrective actions implemented promptly.

**4. What strategies do you have in place to prevent discrimination in your RTO and identify and respond to instances of discrimination where these occur?**

PAX has zero-tolerance policies, mandatory staff training on anti-discrimination, and a complaints process aligned with Outcome Standard 3.1.

**5. What strategies do you have in place for preventing abuse, harassment, or violence, and for dealing with such issues should they arise amongst your student cohort?**

Training on incident response, clear reporting channels, and timely complaint analysis prevent and address issues.

**6. How do you support and build the cultural competence of your staff?**

Mandatory annual training on cultural awareness and unconscious bias, with individual PD for trainers.

**7. How do you monitor the learning environment to ensure it is inclusive, culturally safe, and welcoming of students and staff?**

Timely surveys, walkthroughs, and annual audits ensure inclusivity, with findings actioned promptly.