

## Diversity, Access and Equity Policy and Procedure

**Last Updated:**

2<sup>nd</sup> June 2025

**Director Approval:**

*Lisa Materano*

### Purpose

To ensure that Blended Learning International (BLI) promotes and maintains an inclusive and culturally safe learning environment that supports the diverse backgrounds of all VET students, including First Nations peoples, in accordance with Standard 2.5 and applicable access and equity legislation.

### Scope

This policy applies to all students, staff, contractors, and stakeholders involved with BLI's training and assessment services.

### Policy Statement

Blended Learning International is committed to:

- Providing equitable access to training and assessment.
- Fostering inclusive learning environments.
- Promoting cultural safety for First Nations students.
- Preventing and addressing discrimination, harassment, and victimisation.

We strive to ensure every learner has the opportunity to succeed, regardless of cultural background, ability, gender, sexuality, age, religion, or socio-economic status.

### Legislative Context

This policy complies with the following legislation:

- Human Rights and Equal Opportunity Act 1986
- Anti-Discrimination Act 1977
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Sex Discrimination Act 1984
- Racial Discrimination Act 1975
- Age Discrimination Act 2004

### Procedures

Inclusive Recruitment and Enrolment

- Use bias-free enrolment and admission processes.

- Provide clear, accessible course information to all prospective students.
- Ensure marketing materials reflect diverse representation.

#### Inclusive Learning Environment

- Train staff annually in inclusive education, unconscious bias, and cultural awareness.
- Adapt learning and assessment methods to suit student needs.
- Embed diversity in learning materials and classroom practices.
- Implement reasonable adjustments to support students with disability, neurodiversity, or other specific learning needs.

#### Cultural Safety for First Nations Students

- Engage First Nations communities and Elders in decision-making and curriculum feedback.
- Offer flexibility for cultural obligations
- Provide access to culturally competent support staff or mentors.

#### Preventing Discrimination, Harassment, and Abuse

- Maintain a zero-tolerance stance on all forms of discrimination and harassment.
- Provide clear reporting pathways and prompt resolution processes.
- Protect the confidentiality and wellbeing of all involved parties.
- Ensure all staff and students are aware of their rights and responsibilities.

#### Staff Capability and Development

- Encourage reflective practices and awareness of unconscious bias.
- Provide opportunities for staff to engage with local communities and diversity experts.

#### Monitoring and Continuous Improvement

- Conduct regular reviews of policies, procedures, and the learning environment.
- Collect student feedback through surveys.
- Use feedback to refine practices and inform staff development.

## Responsibilities

Role	Responsibility
CEO/Director	Ensure strategic oversight and policy implementation.
Trainers & Assessors	Deliver inclusive, culturally respectful education.
Student Support Officers	Provide guidance, support, and respond to access or equity concerns.
All Staff	Actively uphold access, equity, and cultural safety principles.
Students	Engage respectfully with others and report any concerns.

## **Review and Evaluation**

This policy is reviewed annually by the Compliance Manager and approved by the CEO to ensure it remains current and effective.