

Diversity, Inclusion and Access Policy

Version 1.0

Overview

AIM Institute is committed to the principles of inclusion and support for diversity. These principles will be integrated into policy, practice and procedure across the Institute and monitored through the governance framework.

The purpose of this policy is to ensure that AIM Institute promotes equitable access to higher education and supports the participation and success of students from diverse backgrounds.

The Institute is committed to providing an inclusive learning environment in which all students are treated with dignity and respect and have equitable opportunities to participate in and succeed in their studies.

This policy establishes the framework through which the Institute promotes diversity, supports equity groups and monitors student outcomes to support continuous improvement.

Scope

This policy applies to:

- all prospective students
- all enrolled students
- academic and professional staff

Policy and Procedure

Principles

AIM Institute is committed to the following principles:

Equity of Access

All prospective students should have fair and transparent access to higher education opportunities regardless of background or personal circumstances.

Inclusive Learning Environment

The Institute promotes an inclusive learning environment that respects diversity and supports the participation of all students.

Student Success

Students from diverse backgrounds should be supported to achieve successful academic outcomes.

Respect and Inclusion

The Institute values diversity and fosters a culture of respect, inclusion and mutual understanding.

Evidence-Based Improvement

Institutional strategies to support equity will be informed by monitoring student participation, progression and completion outcomes.

Equity Groups

The Institute recognises that certain groups may face barriers to participation in higher education.

These may include, but are not limited to:

- students with disability
- Aboriginal and Torres Strait Islander students
- students from lower socio-economic backgrounds
- first-in-family students
- students from regional or remote areas
- culturally and linguistically diverse students
- mature-age students
- women in trade-based disciplines, including construction
- students with caring responsibilities.

The Institute may identify additional equity cohorts where appropriate.

Institutional Commitments

To support access, diversity and equity, AIM Institute commits to:

Inclusive Admissions Practices

Admissions processes will be transparent and fair

- comply with institutional admissions policies
- recognise diverse educational pathways
- ensure that entry requirements are applied consistently.

Information about admission requirements and pathways is publicly available and accessible via the Admission Policy and Procedure

Inclusive Learning and Teaching

The Institute will promote inclusive teaching practices that support diverse learners by:

- encouraging inclusive curriculum design
- supporting flexible learning approaches where appropriate
- ensuring reasonable adjustments are provided for students with disability
- promoting respectful and inclusive classroom environments.

Student Support Services

Students may access a range of support services including:

- academic learning support
- disability support and reasonable adjustments
- wellbeing and counselling referrals
- academic advising
- orientation programs designed to support transition into higher education.

These services aim to support student participation, progression and success.

Safe and Respectful Environment

The Institute will maintain a learning environment that is free from discrimination, harassment and bullying.

The Institute supports policies and procedures that promote respectful behaviour and student wellbeing. These are detailed in the Student code of Conduct, the Student Handbook, and the Student Support Framework.

Monitoring and Reporting

AIM Institute will monitor participation and outcomes for students from diverse backgrounds to support institutional improvement.

This may include monitoring:

- student participation
- retention and progression rates
- completion rates
- student feedback.

Data may be used to identify potential disparities in outcomes and inform institutional initiatives to improve equity and student success. More information can be found in the AIM Institute Reporting Policy and Framework.

Governance and Accountability

Responsibility for the implementation of this policy rests with senior academic leadership and relevant operational areas of the Institute.

Oversight of student participation and outcomes will be maintained through the Institute's academic governance framework.

The Academic Board will receive periodic reports relating to student participation, progression and completion outcomes and may provide advice on strategies to support student success.

Responsibilities

Governing Body

The governing body is responsible for ensuring that the Institute maintains appropriate governance arrangements supporting equity and diversity.

Academic Board

The Academic Board provides oversight of academic quality, including student outcomes and success across diverse student cohorts.

Senior Management

Senior management is responsible for implementing institutional strategies supporting equity, diversity and student success.

Academic Staff

Academic staff are expected to implement inclusive teaching practices and support students in achieving learning outcomes.

Students

Students are expected to contribute to a respectful and inclusive learning environment.

Continuous Improvement

The Institute will periodically review equity initiatives and student outcome data to identify opportunities for improvement.

Findings may inform:

- institutional planning
- student support initiatives
- learning and teaching strategies.

Policy Review

This policy will be reviewed every three years or earlier if required due to regulatory or organisational change.

Relevant Legislation	Higher Education Standards Framework (Threshold Standards) 2021 TEQSA Act 2011 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)
Related Policies and Statements	Student Handbook Student Support Framework Student Code of Conduct Admissions Policy Academic Progression Policy

Document Approval

Endorsed by:	Board of Directors		
Date endorsed:	24/03/2026		
Effective date:	7/04/2026		
Version number:	1.0		
Last amendment date/by:	7/04/2026,		
Review due date:	24/03/2028		
Related documents:			
Alignment to HESF	2.2 Diversity and Equity	2.3 Wellbeing and Safety	1.3 Orientation and Progression
Responsibilities:			

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Document Change and Review log

Version	Updated by	Approval date and body	Details
1.0	TWEIR	Choose an item.	Approved version