

Diversity and Inclusion Policy and Procedure

1. Purpose

The purpose of this Policy and Procedure is to ensure that Princeton International College provides a diverse, inclusive, culturally safe and supportive learning environment for all students and staff.

The College is committed to creating an environment where individuals feel respected, valued and empowered, regardless of their background, identity or personal circumstances.

Princeton International College recognises that a significant proportion of its students are overseas students studying under the ESOS framework. The College ensures that all students, including those enrolled under CRICOS and ELICOS programs, are treated fairly, supported appropriately, and protected from discrimination, harassment and exclusion.

This policy supports compliance with the Education Services for Overseas Students Act 2000 (ESOS Act), the National Code 2018, the ELICOS Standards 2018, and the Standards for Registered Training Organisations (RTOs) 2025, by promoting inclusive practices, cultural safety and equitable access to education and support services.

2. Definitions

First Nations people - refers to the Aboriginal and Torres Strait Islander peoples who have identified themselves or have been identified by a representative (for example, their parent or guardian), as being of Aboriginal and/or Torres Strait Islander origin. They are not one group but rather comprise hundreds of groups that have their own distinct set of languages, histories and cultural traditions.

Culturally and linguistically diverse (CALD) refers to individuals or communities who come from different cultural backgrounds and speak languages other than English. The term is often used in to describe people who have migrant, refugee, or First Nations backgrounds. Key Aspects of CALD:

- Cultural diversity – Includes people from different ethnicities, traditions, religions, and customs.
- Linguistic diversity – Covers those who speak languages other than English at home or as their first language.
- Migration and refugee backgrounds – Recognises that people may have immigrated from different countries, bringing diverse experiences and challenges.
- First Nations communities – While Aboriginal and Torres Strait Islander peoples have unique identities, they are often included in discussions about cultural diversity.

Diversity and Inclusion Policy and Procedure

Neurodivergent refers to individuals whose brains function differently from what is considered "typical" (or neurotypical). This term is commonly used to describe people with conditions such as:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia (difficulty with reading and language processing)
- Dyspraxia (challenges with coordination and movement)
- Dyscalculia (difficulty with math-related concepts)
- Tourette Syndrome
- Other cognitive or learning differences

The term neurodivergent is part of the neurodiversity movement, which emphasises that differences in thinking, learning, and processing information are natural variations of the human brain, rather than "disorders" that need to be fixed. It promotes inclusivity, acceptance, and the idea that diverse ways of thinking can bring together unique strengths and perspectives.

People who may identify as LGBTIQ+ refers to individuals who might recognise themselves as part of the LGBTIQ+ community. The acronym stands for:

- L – Lesbian
- G – Gay
- B – Bisexual
- T – Transgender
- I – Intersex
- Q – Queer or Questioning
- + – Other diverse gender identities, sexual orientations, and variations in sex characteristics that are not explicitly included in the acronym (such as non-binary, asexual, pansexual, etc.)

The phrase "may identify as" acknowledges that identity is personal, fluid, and self-defined. It respects that individuals might be exploring or affirming their identity at different stages of their

Diversity and Inclusion Policy and Procedure

lives and that not everyone uses the same labels. It also avoids assuming how someone identifies, reinforcing inclusivity.

3. Policy Statement

3.1 Commitment to Diversity and Inclusion

Princeton International College recognises that diversity and inclusion enhance the learning experience by bringing a broad range of perspectives.

The College is committed to promoting an inclusive environment where all individuals are treated with respect, fairness and dignity, and are able to participate fully in training, assessment and the broader learning environment without discrimination or disadvantage.

Princeton International College supports diversity in all its forms and ensures equitable access to education, support services and opportunities for all students.

The College ensures compliance with relevant Australian legislation and regulatory requirements, including those relating to equity, diversity, inclusion and the protection of overseas students.

3.2 Principles

Princeton International College is guided by the following principles:

- **Respect** – recognising and valuing diverse backgrounds and perspectives
- **Equity** – ensuring fair access, opportunity and participation for all
- **Cultural Safety** – creating an environment that respects and acknowledges First Nations peoples and culturally diverse communities

3.3 Roles and Responsibilities

Princeton International College ensures that diversity and inclusion are supported through clearly defined roles and responsibilities.

Role	Responsibilities
Chief Executive Officer (CEO)	Provides overall leadership and accountability for the implementation of this policy. Ensures that diversity and inclusion practices are effectively integrated across the College, monitors compliance with regulatory requirements, and oversees continuous improvement activities.
Student Support Officer	Acts as the primary point of contact for students requiring support. Identifies individual student needs, provides guidance and assistance, and

Diversity and Inclusion Policy and Procedure

Role	Responsibilities
	facilitates access to appropriate internal and external support services to support participation and wellbeing.
ELICOS Coordinator / Training Manager	Ensures that inclusive practices are reflected in training delivery, learning resources and classroom environments. Supports trainers in addressing diverse student needs and monitors the effectiveness of inclusive teaching practices.
Trainers and Assessors	Create and maintain a respectful and inclusive classroom environment. Identify students who may require additional support and refer them appropriately. Deliver training and assessment in a manner that is inclusive, accessible and culturally appropriate.
Administration Staff	Provide clear and accurate information to students and refer any identified support needs to the Student Support Officer. Support inclusive practices through respectful communication and student interactions.

3.4 Key Commitments

Princeton International College demonstrates its commitment to diversity and inclusion by:

- Promoting inclusive and respectful practices across all College activities
- Ensuring fair and equitable access to training and assessment
- Providing a safe, inclusive and culturally appropriate learning environment
- Implementing inclusive learning and assessment practices
- Ensuring learning and assessment materials are accessible, appropriate and reflective of diverse backgrounds
- Providing reasonable adjustments to support students with individual needs, where required
- Providing access to support services to assist students to participate effectively in their studies
- Maintaining an environment free from discrimination, harassment and exclusion

Inclusive practices are implemented in conjunction with the Student Support and Wellbeing Policy and Procedure, Discrimination and Harassment Policy and Procedure, and the Complaints and Appeals Handling Policy and Procedure.

Reasonable adjustments will not disadvantage other students or compromise the integrity of training and assessment.

Diversity and Inclusion Policy and Procedure

3.5 Cultural Safety for First Nations Peoples

Princeton International College is committed to providing a culturally safe and supportive environment for First Nations peoples by recognising and respecting their cultures, histories and connection to land.

The College supports First Nations students by:

- Promoting awareness and respect for First Nations cultures
- Encouraging participation and access to education
- Providing culturally appropriate support and assistance where required
- Creating a safe and inclusive learning environment
- Identifying and addressing any barriers to participation or completion

Support for First Nations students is provided in conjunction with the Student Support and Wellbeing Policy and Procedure.

3.6 Support for Overseas Students

Princeton International College ensures that overseas students are supported in a culturally inclusive and respectful environment in accordance with the Education Services for Overseas Students Act 2000 (ESOS Act), the National Code 2018, and the ELICOS Standards 2018.

The College recognises that overseas students may experience cultural, language and adjustment challenges and ensures that appropriate support is available.

The College ensures that:

- Students are treated fairly regardless of background
- Staff demonstrate cultural awareness and sensitivity
- Support services are accessible and responsive
- Students are informed of their rights and available support
- Concerns are managed promptly and confidentially
- Students are referred to internal and external support services where required

Student wellbeing and engagement are monitored throughout the course duration, and appropriate support or intervention is provided where required to support successful participation and progress.

The College ensures that any identified risks to student wellbeing or participation are addressed promptly in accordance with the Student Support and Wellbeing Policy and Procedure.

4. Considerations

This policy applies specifically to diversity and inclusion matters.

Diversity and Inclusion Policy & Procedure V3.1

Diversity and Inclusion Policy and Procedure

Other concerns, including academic, administrative or service-related matters, must be managed in accordance with the Complaints and Appeals Handling Policy and Procedure.

5. Procedure

5.1 Implementation of Diversity and Inclusion

Princeton International College implements diversity and inclusion practices through the following processes to ensure a safe, inclusive and supportive learning environment.

Activity	How It Is Implemented	Responsible
Inclusive Recruitment	Recruitment practices are conducted in a fair and transparent manner, encouraging applications from individuals of diverse backgrounds. Selection decisions are based on merit, qualifications and experience, in line with the Workforce Planning, Recruitment and Induction Policy and Procedure.	CEO
Staff Training and Awareness	Staff are provided with diversity and inclusion awareness during induction and ongoing professional development. Training focuses on cultural awareness, respectful communication, and supporting students with diverse needs.	CEO
Student Support	Student support needs are identified during enrolment (including LLND and pre-enrolment processes) and monitored throughout the course. Appropriate support strategies or referrals are provided in accordance with the Student Support and Wellbeing Policy and Procedure.	Student Support Officer
Inclusive Learning Environment	Trainers and assessors promote a respectful, inclusive and culturally safe classroom environment. Expectations of behaviour are communicated during orientation and reinforced throughout delivery. Any concerns are addressed promptly.	Trainers and Assessors
Learning and Assessment Materials	Learning and assessment resources are reviewed through validation and quality assurance processes to ensure they are inclusive, accessible and culturally appropriate. Materials are contextualised where required to reflect student diversity.	Training Manager, Trainers
Reasonable Adjustment	Reasonable adjustments are implemented where required to support individual student needs, without compromising assessment integrity. Adjustments are identified through enrolment, trainer feedback, or student disclosure, and are	Student Support Officer, Trainers

Diversity and Inclusion Policy and Procedure

Activity	How It Is Implemented	Responsible
	managed in line with the Student Support and Wellbeing Policy and Procedure.	
First Nations Student Support	First Nations students are supported through culturally respectful practices, open communication, and identification of any support needs. Where required, appropriate assistance or referrals are provided to support participation and completion.	Student Support Officer, Trainers
Overseas Student Support	Overseas students are supported through culturally appropriate communication, access to academic and welfare support services, and referrals where required. Student engagement and wellbeing are monitored in line with ESOS, National Code and ELICOS requirements.	Student Support Officer
Managing Concerns	Any concerns relating to discrimination, harassment or inclusion are managed promptly and fairly in accordance with the Complaints and Appeals Policy and Procedure and the Discrimination and Harassment Policy and Procedure.	Student Support Officer, CEO
Continuous Improvement	Feedback from students, staff and stakeholders is collected and reviewed through meetings, surveys and registers. Opportunities for improvement are recorded in the Continuous Improvement Register and monitored by the CEO.	CEO, Staff

All records relating to diversity and inclusion, including student support, reasonable adjustments, complaints and continuous improvement actions, will be maintained in accordance with the Records Management Policy and Procedure.

6. References

This Policy and Procedure is developed and implemented in accordance with the following legislation and regulatory requirements:

Regulatory Frameworks:

- Standards for Registered Training Organisations (RTOs) 2025 – Standard 2.5
- Education Services for Overseas Students Act 2000 (ESOS Act)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- ELICOS Standards 2018

Diversity and Inclusion Policy and Procedure

Australian Legislation:

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Disability Discrimination Act 1992
- Age Discrimination Act 2004
- Equal Opportunity Act 2010 (Victoria)
- Occupational Health and Safety Act 2004 (Victoria)
- Privacy Act 1988

Related Policies and Procedures:

- Student Support and Wellbeing Policy and Procedure
- Complaints and Appeals Policy and Procedure
- Discrimination and Harassment Policy and Procedure
- Workforce Planning, Recruitment and Induction Policy and Procedure