

Equity and Diversity Policy

Purpose

This policy applies to Asia Pacific International College Pty Ltd, Higher Education Leadership Institute Pty Ltd and ECA Higher Education Institute Pty Ltd trading as ECA College of Health Sciences (hereafter collectively referred to as 'the Colleges' and individually as 'the College'). The Colleges are committed to the principles of equal opportunity and diversity in education and employment.

This policy establishes the framework through which the Colleges promote substantive equality, diversity, inclusion, accessibility and cultural safety across education, employment, governance and engagement. It supports compliance with applicable anti-discrimination, work health and safety, higher education and international education requirements and complements the ECA Diversity Policy.

This commitment reflects the Higher Education Standards Framework (Threshold Standards) 2021, including the Higher Education Standards Framework Amendment (Threshold Standards) Instrument 2026. In particular, this policy supports:

- Standard 2.2: Diversity and Equity
- Standards 2.3 and 2.4: Wellbeing, safety, grievances and complaints
- Standard 3.2.6: inclusive staffing policies, including recruitment, retention, promotion, training and development
- Standards 6.1, 6.2, 6.4 and 6.10: equitable governance, prevention of and response to racism, and meaningful consultation and participation

For overseas students, this policy also supports the Education Services for Overseas Students Act 2000, the Education Services for Overseas Students Regulations 2019 and the National Code of Practice for Providers of Education and Training to Overseas Students 2018, as amended. The Colleges will implement the National Higher Education Code to Prevent and Respond to Gender-based Violence 2025 through the approved Gender-Based Violence, Sexual Assault and Sexual Harassment Policy, GBV/SASH Response and Resolution Procedure, and each College's Gender-Based Violence Prevention and Response Plan and Outcomes Framework from 1 January 2027.

Scope

All members of the College community have a responsibility to contribute to learning and working environments that are safe, respectful, inclusive and free from discrimination, racism, harassment, vilification, victimisation, bullying and gender-based violence. This responsibility applies in person and through digital platforms.

This policy applies to current, former and prospective students; current and prospective staff; members of governing and advisory bodies; contractors; volunteers; education agents; visitors; placement hosts; partner organisations; and any person acting for or on behalf of a College. It applies at campuses and workplaces, online, during classes, placements, fieldwork, research, travel, accommodation, functions and events, and in any other activity connected with a College.

This policy applies to conduct between members of the College community and to relevant conduct by or towards third parties. Conduct may breach this policy even where it does not meet the legal threshold for unlawful discrimination or harassment. All College policies, processes and guidelines must be consistent with this policy.

Legislation

The Colleges will comply with applicable Commonwealth, state and territory anti-discrimination, human rights, employment and work health and safety laws. Protected attributes vary between jurisdictions and include, but are not limited to:

- age
- breastfeeding
- disability, including past, present, future or imputed disability
- family or carer responsibilities
- marital or relationship status
- political belief, opinion or activity, where protected by applicable law
- pregnancy or potential pregnancy
- race, colour, descent, nationality, national or ethnic origin, or immigrant status
- religion, religious belief, activity or affiliation, where protected by applicable law
- sex, sex characteristics or intersex status
- sexual orientation
- gender identity or gender expression
- industrial activity, employment activity or trade union activity, where protected by applicable law
- association with a person who has, or is believed to have, a protected attribute; and any other attribute or conduct protected by applicable law.

Discrimination may be direct or indirect and may arise from the interaction of multiple attributes or circumstances. The Colleges recognise that intersectional discrimination can create distinct and compounded disadvantage.

Policy Statement

The College values diversity of knowledge, identity, experience and background. It will not discriminate on the basis of a protected attribute and will actively identify and remove systemic, cultural, physical, digital and procedural barriers to access, participation, progression, success and employment. An inclusive culture and appropriate support for domestic and international students and staff are integral to a high-quality learning, teaching and working environment.

Racism, unlawful discrimination, harassment, sexual harassment, sex-based harassment, gender-based violence, vilification, victimisation, bullying and conduct that creates a hostile workplace or learning environment are prohibited. The College will take reasonable and proportionate measures to prevent and eliminate such conduct as far as possible, rather than relying only on responses after harm occurs.

The College will embed substantive equality, inclusion, accessibility, cultural safety and respect in its policies, procedures, decisions and operations. College activities are underpinned by the following principles:

- All members of the College community have the right to be treated fairly, equitably and with dignity and respect.
- There is equitable access to education across the student lifecycle and equitable access to recruitment, development, promotion, conditions and benefits of employment.
- All members of the College community are entitled to safe, inclusive and culturally safe work and study environments, including on campus, online and during placements or other College-related activities.
- Diversity of perspectives is respected and valued as contributing to the quality of teaching, learning, scholarship, research, governance and institutional decision-making.
- Inclusive design, flexibility and reasonable adjustments are used to remove barriers while maintaining the inherent requirements and academic standards of courses and roles.
- Equal opportunity does not require identical treatment. Lawful special measures and targeted supports may be used to redress disadvantage and improve access, participation, retention, progression,

completion and employment outcomes for under-represented groups, including Aboriginal and Torres Strait Islander peoples, people with disability, people from low socioeconomic, regional or remote backgrounds, women in under-represented fields, and culturally and linguistically diverse communities.

- Students and staff are supported to participate meaningfully in planning, review and decision-making on matters that affect them. Any person may raise a concern or make a complaint in good faith without retaliation or victimisation.
- International students are entitled to equitable access to services, support and complaints processes. A student will not be disadvantaged because of nationality, cultural or linguistic background, or visa status, and support will be provided in a culturally and linguistically appropriate manner where reasonably practicable.

Promotion of Equal Opportunity

The College will promote equity, diversity and inclusion by:

- regularly assessing risks and taking reasonable and proportionate measures to prevent discrimination, racism, harassment, vilification, victimisation, bullying and gender-based violence;
- embedding inclusive and accessible practices in recruitment, admissions, curriculum, teaching, assessment, research, placements, employment, communications, facilities, digital systems and student services;
- collecting and analysing appropriate disaggregated data to identify inequities, systemic barriers and emerging risks, while protecting privacy and suppressing data where small cohorts could be identified;
- monitoring complaints, incidents, adjustments, student and staff outcomes and the effectiveness of prevention and improvement actions, including in relation to racism, disability inclusion, sexual harassment and gender-based violence;
- providing role-appropriate induction, education and ongoing capability development on inclusive practice, anti-racism, disability inclusion, cultural safety, respectful behaviour, active bystander action and relevant legal duties;
- providing students and staff with clear, accessible guidance on actions they can take to enhance safety and security on campus and online, including reporting concerns, emergency escalation, preserving evidence, accessing support and taking safe bystander action. This guidance is provided through the Student and Staff Wellbeing, Safety and Security Procedure maintained by each College and related critical incident, online safety and gender-based violence materials;
- maintaining accessible, confidential, impartial, timely, trauma-informed and culturally safe reporting, complaints and appeals processes based on procedural fairness;
- consulting students, staff and relevant communities, including people with lived experience, when developing and reviewing policies, services and improvement plans; and
- requiring education agents, contractors, placement hosts and partner organisations acting for or on behalf of a College to meet applicable standards of equitable and respectful conduct.

The College may develop and implement lawful special measures, scholarships, outreach, pathways and targeted support programs to improve access, participation, retention, progression and success for under-represented groups and to enhance the diversity of student and staff cohorts.

Strategies may include equity scholarships, alternative entry pathways, transition programs, mentoring, reasonable adjustments, financial and wellbeing support, inclusive teaching practices and targeted academic support.

Aboriginal and Torres Strait Islander Participation and Cultures

The College will support meaningful participation and decision-making by Aboriginal and Torres Strait Islander peoples in matters that affect them. Educational policies and practices will respect Aboriginal and Torres Strait

Islander knowledge, cultures, identities and perspectives. Consultation and participation will be culturally safe, appropriately supported and, where relevant, undertaken with Aboriginal and Torres Strait Islander students, staff, communities and representatives.

Preventing and Responding to Racism

The College recognises that racism may be systemic, structural, cultural or interpersonal and may occur through policies, practices, decisions, behaviours, language, curriculum, digital environments or omissions. This includes racism towards Aboriginal and Torres Strait Islander peoples, antisemitism, Islamophobia and other forms of racial discrimination or vilification relevant to the College community.

The College will prevent and respond to racism by:

- providing clear definitions and examples of racism, including less overt forms such as racial stereotyping, exclusion and microaggressions;
- assessing how racism and marginalisation may manifest across teaching, learning, employment, governance, services, placements, events and online environments;
- consulting affected communities and people with lived experience in policy development, review and improvement activities;
- providing culturally safe reporting, support and complaints pathways, including options for confidential or anonymous reporting where practicable;
- monitoring patterns and trends, addressing underlying and systemic causes, and reporting improvement actions through governance; and
- building racial literacy, cultural capability and active bystander skills among students, staff and leaders.

Consultation and Participation

The Colleges will maintain structured and ongoing engagement with students, academic staff, professional staff and relevant communities on matters that affect them. Formal mechanisms include student representation on the Academic Board and Learning and Teaching Committee and student participation in GBV/SASH governance arrangements, as specified in the relevant Governance Charter and GBV/SASH terms of reference.

Formal governance representation will be supplemented by targeted consultation with affected cohorts and people with relevant lived experience where policies, services, complaints processes or improvement plans directly affect them. Student and staff representatives will be provided with information, induction and reasonable support to participate meaningfully. Material feedback and the Colleges' responses will be documented.

Initial consultation on this policy and associated anti-racism arrangements will be completed before 1 January 2027. Consultation will continue after that date as part of implementation, monitoring and periodic review.

LGBTIQA+ Inclusion

The College recognises and supports lesbian, gay, bisexual, transgender, intersex, queer, asexual and other sexuality, gender and bodily diverse people. Members of LGBTIQA+ communities will have equitable access to College programs, services, facilities and employment and will be treated with dignity and respect, including through the appropriate use of names, titles and pronouns. Discrimination, harassment, outing, misgendering, deadnaming and vilification are not acceptable.

Students and Staff with Disability

The College supports inclusive, accessible learning and work environments for students and staff with disability. It will use universal and inclusive design where practicable and provide reasonable adjustments so

that a person with disability can participate in education or employment on the same basis as a person without disability. In doing so:

- reasonable adjustments will maintain the inherent requirements, academic standards and integrity of a course or role, while recognising that the way a person demonstrates an outcome may be adjusted; and
- people with disability are best placed to understand their needs. The College will consult the person, respect privacy and dignity, and work collaboratively to identify timely and appropriate solutions.

Reasonable adjustments for students may support them to:

- apply for admission or enrolment;
- access and participate in learning, teaching, placements and College activities;
- undertake assessments in a manner that is appropriate to their disability-related needs; and
- use facilities, learning resources, digital systems and support services as independently as practicable.

Students with disability are encouraged to discuss adjustment needs as early as practicable. Requests may be made through the accessibility or student support contact published by the relevant College. A person will not be disadvantaged for requesting an adjustment, and disability information will be handled confidentially and only shared where authorised or required by law.

Staff with disability seeking a reasonable adjustment should contact their manager or People and Culture. Adjustments may be temporary or ongoing and will be reviewed with the staff member as circumstances change.

The College will publish clear information about admission criteria, inherent course requirements, academic preparation and English language proficiency. Admissions decisions will be fair, transparent and evidence-based, and reasonable adjustments will be considered without lowering academic standards.

International Students

The College recognises that overseas students may experience additional barriers associated with language, culture, separation from support networks, visa requirements and unfamiliarity with Australian systems. In accordance with the ESOS framework and the National Code 2018, the College will:

- provide accurate, accessible and non-discriminatory information during marketing, recruitment, admissions and enrolment;
- ensure education agents act honestly, ethically and in the best interests of students and do not engage in discriminatory, coercive or exploitative conduct;
- provide culturally and linguistically appropriate orientation, support, wellbeing and referral information where reasonably practicable;
- provide accessible complaints and appeals processes, including support and advocacy, without adversely affecting a student because they exercise a right of complaint or appeal; and
- monitor the participation, progress, completion and experience of overseas students and address identified inequities or systemic barriers.

Gender Equality and Positive Duty

The College will take reasonable and proportionate measures to eliminate, as far as possible, sex discrimination, sexual harassment, sex-based harassment, hostile workplace environments on the ground of sex and related victimisation, consistent with the positive duty in the Sex Discrimination Act 1984 (Cth). Where applicable, the College will comply with reporting obligations under the Workplace Gender Equality Act 2012 (Cth). Gender-based violence prevention, disclosures, Formal Reports, risk assessment, support, investigations, disciplinary processes and appeals will be managed under the Gender-Based Violence, Sexual

Assault and Sexual Harassment Policy and the GBV/SASH Response and Resolution Procedure, supported by each College's Gender-Based Violence Prevention and Response Plan and Outcomes Framework.

Complaints

Any person may raise a concern, make a report or lodge a complaint about a possible breach of this policy. Student academic matters will be managed under the Student Academic Grievances and Appeals Policy and Procedure and student non-academic matters under the Student Non-Academic Grievances and Appeals Policy and Procedure. Staff matters will be managed under the relevant workplace grievance or complaint process. Visitors, contractors, agents, placement hosts and other third parties may report concerns to the Registrar, People, Engagement and Culture, the relevant campus manager or another published reporting contact. Disclosures and Formal Reports of gender-based violence will be referred to the Gender-Based Violence, Sexual Assault and Sexual Harassment Policy and GBV/SASH Response and Resolution Procedure and do not depend on completion of a grievance process.

Complaints processes will be accessible, easy to navigate, timely, impartial, confidential to the extent permitted by law, trauma-informed and culturally safe. They will provide procedural fairness, reasonable adjustments, access to support, advocacy and independent advice, protection from victimisation, and appropriate independent external review where internal processes do not resolve the matter. The processes will be periodically reviewed in consultation with students, staff and people with lived experience. Anonymous information will be accepted and assessed where practicable; anonymity may limit the action that can be taken.

A student who is dissatisfied after using the College's internal process may be able to escalate the matter to the National Student Ombudsman. Overseas students retain the rights and protections available under the ESOS framework and National Code 2018. TEQSA may receive concerns about systemic or serious regulatory non-compliance but does not generally resolve individual student disputes.

External complaint and support pathways include:

- National Student Ombudsman - www.ombudsman.gov.au
- Australian Human Rights Commission and Respect@Work Information Service - www.humanrights.gov.au
- Fair Work Commission - www.fwc.gov.au
- Anti-Discrimination NSW - antidiscrimination.nsw.gov.au
- Queensland Human Rights Commission - www.qhrc.qld.gov.au
- Victorian Equal Opportunity and Human Rights Commission - www.humanrights.vic.gov.au
- Tertiary Education Quality and Standards Agency - www.teqsa.gov.au (for regulatory concerns)

Roles and Responsibilities

Governing body

The governing body is accountable for fostering an institutional culture that is equitable, diverse, inclusive, safe and respectful. It will ensure that equity, anti-racism, disability inclusion, cultural safety and the prevention of gender-based violence are embedded in strategy, risk management, governance and day-to-day operations.

The governing body will regularly monitor relevant student and workforce data, complaints and incident trends, cultural and psychosocial risks, compliance obligations and progress against improvement plans. It will require timely corrective action where shortfalls, systemic barriers or emerging risks are identified.

The governing body will assure itself that policies and practices are effective, adequately resourced, periodically reviewed and informed by meaningful consultation with students, staff and relevant communities.

The governing body will monitor whether the Colleges' structured consultation mechanisms are operating effectively, including student participation in academic governance and GBV/SASH governance arrangements, and will require evidence that material feedback has informed decisions and improvement actions.

College Executive

The senior leadership team, led by the Chief Executive Officer in their capacity as the Higher Education Principal Executive Officer (HEPEO) of each College, is responsible for implementing this policy, allocating resources, assigning clear accountabilities, integrating equity and inclusion into operational planning, and ensuring that managers and supervisors understand and discharge their responsibilities. This includes:

- monitoring outcomes, risks, complaints, incidents and improvement actions and reporting to the governing body, Academic Board and external agencies as required;
- ensuring that concerns and allegations are responded to promptly, fairly, safely and consistently, with appropriate support for all parties; and
- ensuring that staff, education agents, contractors, placement hosts and partners receive appropriate information, training and oversight.

College Staff and Students

All staff and students are responsible for acting consistently with this policy, participating in required training, respecting reasonable adjustments and inclusive practices, and contributing to a safe and respectful College community. Staff and leaders must model inclusive behaviour, respond appropriately to concerns and take reasonable action when they witness conduct that may cause harm. No person is expected to intervene where doing so would place them or another person at risk.

Monitoring, Evaluation and Reporting

At least annually, the CEO will report to the Board of Directors on the effectiveness of this policy and associated strategies. Academic matters will also be reported through the Academic Board. Gender-based violence data, implementation progress, risks and outcomes will additionally be reported to each governing body at least every six months through the applicable Gender-Based Violence Outcomes Framework. Reporting will use disaggregated data where lawful and meaningful, protect privacy and suppress small cohorts where identification is reasonably possible. It will include:

- student access, participation, progression, retention, completion and experience across relevant cohorts;
- workforce representation, recruitment, promotion, retention, employment status and leadership participation;
- reasonable adjustment requests, accessibility barriers and disability inclusion outcomes;
- gender pay equity, workplace flexibility and other applicable WGEA indicators;
- complaints, reports, incidents and themes relating to discrimination, racism, harassment, vilification, victimisation, sexual harassment and gender-based violence;
- international student experience and outcomes, including any identified barriers to support or complaints processes;

- completion of training, consultation activities and progress against equity, anti-racism, disability inclusion and gender-based violence plans; and
- the effectiveness of corrective and improvement actions, including evidence that actions have been implemented and evaluated.

Findings will inform priorities, resource allocation and improvement plans. The College will communicate relevant outcomes and actions to students and staff in an accessible form.

Definitions

Term	Definition
Adverse action	Action that disadvantages a person for a prohibited reason, including because the person has exercised a workplace right, made or supported a complaint, or has a protected attribute, where covered by applicable law.
Disability	Is defined broadly under Commonwealth and state legislation. It includes any physical, sensory, neurological, intellectual, psychiatric or learning disability, physical disfigurement, the presence in the body of disease/illness-causing organisms and total or partial loss of part of the body or a bodily function. It also includes temporary, permanent, past, future or presumed disability, and chronic health conditions.
Diversity	The range of identities, backgrounds, characteristics, perspectives, experiences and ways of thinking within a community. Diversity is supported when differences are recognised, respected and valued.
Equal Opportunity	Equal opportunity means that people can access and participate in education, employment and public life without unlawful discrimination or avoidable barriers. It may require different treatment or support to achieve substantive equality.
Equity	The fair allocation of opportunities, resources and support according to need to remove barriers, redress disadvantage and enable comparable participation and outcomes. Equity recognises that identical treatment may not produce fair outcomes.
Reasonable adjustment	A necessary and appropriate modification or support that enables a person with disability to participate in education or employment on the same basis as a person without disability, unless it would impose unjustifiable hardship. Adjustments may be temporary or ongoing and are determined in consultation with the person.
Special measures	Acts which the College can take to enable substantive equality for individuals who belong to groups which have experienced past disadvantage, because of laws and rules, stereotypes and attitudes. Special measures aim to redress past disadvantage and improve employment outcomes and access to education for people from these groups. Anti-discrimination legislation enables the College to implement special measures for specific groups.
Cultural safety	An environment in which people feel respected and safe in their identity and culture, and where power imbalances, bias and institutional practices that may cause harm are recognised and addressed. Cultural safety is determined by the person or community receiving the service.

Inclusion	The active creation of conditions in which people of diverse identities and backgrounds can participate, contribute, be heard and experience a sense of belonging.
Intersectionality	The way multiple identities, attributes and systems of disadvantage interact to create distinct experiences of discrimination, privilege or exclusion.
Racism	Beliefs, attitudes, practices, behaviours or systems that produce or sustain unfair treatment, exclusion or disadvantage based on race, colour, descent, nationality, national or ethnic origin. Racism may be systemic, structural, cultural or interpersonal.
Systemic racism	Policies, practices, structures or norms that, whether intended or not, produce or sustain inequitable outcomes for racial or ethnic groups.
Racism towards Aboriginal and Torres Strait Islander peoples	Systemic, structural, cultural or interpersonal racism that marginalises, excludes, stereotypes or disadvantages Aboriginal and Torres Strait Islander peoples because of their identity, ancestry, culture or connection to Country. It includes conduct and practices that diminish self-determination, cultural safety, knowledge, rights or equal participation.
Antisemitism	Prejudice, discrimination, hostility, vilification or violence directed at Jewish people, communities or institutions because they are Jewish or are perceived to be Jewish.
Islamophobia	Prejudice, discrimination, hostility, vilification or violence directed at Muslims, people perceived to be Muslim, Muslim communities or Islamic institutions because of actual or perceived Muslim identity.
Other forms of racism relevant to the College community	Racial discrimination, prejudice, hostility, exclusion or vilification affecting any other racial, ethnic, national or cultural group represented in the College community. Relevant forms will be identified and reviewed through consultation, demographic information, complaints, incidents and risk assessment.
Unlawful behaviour	Conduct prohibited by applicable law, including unlawful discrimination, harassment, sexual harassment, sex-based harassment, victimisation, vilification and adverse action.
Unlawful discrimination	Occurs when a person, or a group of people, is treated less favourably than another person or group based on characteristics as determined by Federal and state legislation (protected attributes). Unlawful discrimination can be direct or indirect.
Unlawful harassment	When a person is made to feel intimidated, insulted or humiliated based on certain characteristics (protected attributes) as determined by Federal and state legislation. It occurs where a reasonable person would have expected that the behaviour would be considered offensive, humiliating or intimidating.
Victimisation	The less favourable treatment of a person or persons for their participation in making, supporting or resolving a complaint of discrimination, harassment or vilification, whether that participation was actual, intended or presumed. This includes a person or persons who have agreed to be witnesses in relation to a complaint.

Vilification	A public act that incites hatred, serious contempt for, or severe ridicule of a person or group because of a protected attribute, where prohibited by applicable law.
Gender-based Violence	Any form of physical or non-physical violence, harassment, abuse or threats based on gender that results in, or is likely to result in, harm, coercion, control, fear or deprivation of liberty or autonomy. Gender-based violence includes sexual violence, sexual assault, sexual harassment and sex-based harassment. The terms used in the dedicated GBV framework have the meanings given in the Gender-Based Violence, Sexual Assault and Sexual Harassment Policy.

Related Documents

Where a document has a different title for APIC, HELI or CHS, a reference below includes the corresponding approved document maintained by that Provider.

- Governance Charter
- Indigenous Education Policy
- Privacy Policy
- Student Code of Conduct
- Staff Code of Conduct
- Student and Staff Wellbeing, Safety and Security Procedure
- Staff Induction Policy
- Admissions Policy
- Student Academic Grievances and Appeals Policy and Procedure
- Academic Integrity Policy
- Assessment Policy
- Gender-Based Violence, Sexual Assault and Sexual Harassment Policy
- GBV/SASH Response and Resolution Procedure
- People and Culture policies and procedures
- ECA Diversity Policy
- Anti-Racism Action Plan
- Disability Inclusion Action Plan
- Gender-Based Violence Prevention and Response Plan
- Gender-Based Violence Outcomes Framework
- Terms of Reference for the GBV/SASH Steering Committee
- International Student Support and Services Policy
- Student Welfare and Support Policy
- Student Non-Academic Grievances and Appeals Policy and Procedure

Relevant Legislation

- Sex Discrimination Act 1984 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Australian Human Rights Commission Act 1986 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Workplace Gender Equality Act 2012 (Cth)
- Anti-Discrimination and Human Rights Legislation Amendment (Respect at Work) Act 2022 (Cth)
- Disability Standards for Education 2005 (Cth)

- Fair Work Act 2009 (Cth)
- Age Discrimination Act 2004 (Cth)
- Higher Education Support Act 2003 (Cth)
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 (Cth)
- Higher Education Standards Framework (Threshold Standards) 2021, including the Higher Education Standards Framework Amendment (Threshold Standards) Instrument 2026
- Education Services for Overseas Students Act 2000 (Cth), as amended
- National Code of Practice for Providers of Education and Training to Overseas Students 2018, Compilation No. 1 (as amended in 2026)
- Education Services for Overseas Students Regulations 2019 (Cth)
- Universities Accord (National Higher Education Code to Prevent and Respond to Gender-based Violence) Act 2025 (Cth)
- National Higher Education Code to Prevent and Respond to Gender-based Violence 2025
- Privacy Act 1988 (Cth) and Australian Privacy Principles
- Work Health and Safety Act 2011 (NSW)
- Work Health and Safety Act 2011 (Qld)
- Occupational Health and Safety Act 2004 (Vic)
- Ombudsman Act 1976 (Cth), including the National Student Ombudsman provisions
- Australian Qualifications Framework
- Anti-Discrimination Act 1991 (Qld)
- Equal Opportunity Act 2010 (Vic)
- Anti-Discrimination Act 1977 (NSW)

Version Control

Policy Category	Corporate
Document Owner	CEO, Higher Education
Responsible Officer	Registrar
Approved By	Board of Directors
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Version	Summary of changes	Approval date
1.0	Amalgamation and co-branding across APIC, CHS and HELI. Regulatory and sector best-practice review. Full review to align with new legislation including the HESF 2026 amendments, ESOS and National Code changes, anti-racism, positive duty, disability inclusion, complaints and governance requirements. Further amendments align the policy with the approved GBV/SASH framework, clarify student, staff and third-party reporting pathways, standardise related-document titles and provide for six-monthly GBV governance reporting.	6 August 2026