



Diversity and Equity Policy

1. Purpose

1.1. This policy sets out the Crown Institute of Business and Technology's (CIBT) commitment to diversity and equity by promoting fairness, equity and respect and providing an accessible and inclusive learning and work environment free from discrimination, sexual harassment, victimisation and vilification.

2. Scope

2.1. This policy applies to all CIBT staff, enrolled and prospective students and all aspects of teaching and learning.

3. Policy Statement

3.1. Crown Institute of Business and Technology (CIBT) values diversity and equity and seeks to embody these values in its staff, students, teaching and learning programs and in its relations with the community.

3.2. CIBT is committed to preventing unlawful discrimination, bullying, vilification, victimisation and harassment of people based on, but not limited to, age, gender identity and expression, sexuality, race, religious belief or disability.

3.3. To ensure fulfilment of the commitment to diversity and equity, CIBT will provide guidance on diversity and equity to students and staff.

4. Policy Principles

4.1. To achieve its commitment in promoting and ensuring diversity equity and inclusion, CIBT will:

- Recognize, encourage and celebrate students from all sections of society.
- Promote fairness, equity and respect for social and cultural diversity.
- Foster an inclusive and supportive learning environment with practices that accommodate the needs of a diversity of people.
- Ensure that staff and students are aware of their rights, and responsibilities for inclusion as members of the CIBT community.
- Ensure inclusive and non-discriminatory language in CIBT documentation and publications.
- Avoid developing curricula with content that excludes students from participation.

4.2. This policy supports Federal and NSW State Legislation which prohibits discrimination and harassment based on the following, or having association with others with the following attributes:

- Age
- Disability



- Race, colour, descent, nationality, ethnic, ethno-religious or national origin
 - Political conviction
 - Marital or relationship status
 - Pregnancy or breastfeedingFamily or carer’s responsibilities
 - Religion
 - Gender or gender identification, or sexual orientation and preference
- 4.3. CIBT adheres to the Disability Standards for Education which impose certain obligations on which Education Providers are required to follow including:
- Taking ‘reasonable steps’ to enable students with disabilities to apply for, and participate, in a program on the same basis as other students.
 - Making ‘reasonable adjustments’ to assist a student with a disability to apply for admission or enrolment and to participate in the course or program and to use facilities or services on the same basis as a student without a disability.
- 4.4. CIBT will implement systems to monitor and analyse participation, progress and completion data of identified student subgroups.

5. Policy Practice

- 5.1. CIBT will embed the principles of diversity and equity into relevant policies and procedures through the following documents and procedures:

5.2. Student & Staff Conduct

5.2.1. Executive Management outlines Equity and Diversity principles and expectations during Staff engagement and at Student Orientation.

5.2.2. The *Student Code of Conduct* and *Staff Handbook*, provide guidelines to:

- Promote and foster an environment of fairness, respect and equity for staff and students.
- Actively discourage discriminatory behaviors or practices
- Provide guidance on Diversity and Equity best practice.

5.3. Student Selection and Admissions

5.3.1. The *Student Selection and Admissions Policy* and procedures:

- Promotes a fair, open and transparent procedure for the recruitment of students.
- Provides special consideration in relation to the recruitment and admission of Aboriginal and Torres Strait Islander peoples.

5.4. Student Assessment and Progression

5.4.1. CIBT promotes fair and transparent procedures for student assessment, progression and attainment of awards through the following Policy and attendant procedures:

- *Student Assessment Policy*
- *Student Progression and Exclusion Policy*

5.4.2. These policies also provide for special consideration for the assessment and



progression of Aboriginal and Torres Strait Islander peoples.

5.5. Student Grievances and Appeals

5.5.1. Under any situation which students or relevant stakeholders submit a complaint against decisions made by CIBT, the *Student Grievance Handling Policy* is available to ensure all views placed by the complainant and its respondents are respected, not discriminated or victimised against under any circumstances.

5.6. The Learning Environment

5.6.1. CIBT aims to create a teaching and learning environment that is inclusive of all students, especially those identified groups who are under-represented and/or disadvantaged.

5.6.2. CIBT is committed in creating equivalent opportunities for academic success regardless of students' backgrounds and incorporates this in the related documents include:

- *ASQA Standards 2025*

Quality Area 2: Standard 2.5

Inclusion

Marketing and

Enrolment

Fostering an
inclusive learning

environment

Cultural safety

Learners with disabilities will undergo case management involving the creation of individual support plans. This will enable CIBT to obtain resources tailored to the unique needs of each student.

5.6.4. Data will be systematically collected regarding the participation, advancement, and completion rates of identified student subgroups. This data will be subjected to comprehensive analysis and ongoing monitoring. The resulting insights will inform the refinement of admission policies and the enhancement of teaching, learning, and support strategies specific to these subgroups. The following subgroups include:

- Aboriginal and Torres Strait Islander people
- People from lower socio-economic backgrounds
- People with disability
- People from remote, rural or isolated areas
- People who are the first in their family to attend a educational institution.
- People from non-English speaking backgrounds
- women, especially in areas of study where they have been



under-represented, such as Information Technology

5.7. Staff Recruitment

5.7.1. Through the *Staff Recruitment, Induction, Professional Development, Appraisal and Promotion Policy* and procedures, CIBT will:

- Promote a fair, open and transparent procedure for the recruitment of staff.
- Provide fair and accessible opportunities for training and promotion for staff.

5.8. Policy and Communications

5.8.1. When developing or reviewing policies and procedures CIBT will:

Ensure that any new or updated policies and procedures are analysed for any adverse impact on diversity and equity including mitigating actions.

Promote the use of inclusive language and avoid discriminatory or exclusive words or phrases in all publications and correspondence.

Publication

To publicise and raise awareness of CIBT’s Diversity and Equity Policy this document will be available on CIBT’s website.

Roles and Responsibilities

Role	Responsibilities
CIBT Staff	Promote and foster an environment of fairness, respect and equity while actively discouraging discriminatory action(s) which goes against diversity and equity.
Chief Executive Officer	Monitor and ensure that CIBT is free from any form of discrimination, sexual harassment, victimization and vilification.

Definitions

‘Discrimination’ When someone or a group is treated unfairly compared to another person or group due to their background or specific personal characteristics.

‘Diversity and equity’ the provision of equal opportunities for access and student academic success.

‘Equal opportunity’ equal access to, and participation in, aspects of public life, including learning and employment.

‘Harassment’ Any pattern of behaviour/course of conduct pursued by an individual with the intention to intimidate and/or distress another individual.

CIBT Related Documents

CIBT Staff Handbook

Quality Framework [Section 6.2]

Staff Recruitment, Induction, Professional Development, Appraisal and Promotion Policy

Student Assessment Policy

Student Code of Conduct

- Student Grievance Handling Policy
- Student Selection and Admissions Policy