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Purpose

This policy affirms Everest Institute of Education's (Ei) commitment to fostering a diverse, equitable, and inclusive learning and working environment. It outlines Ei's responsibilities in ensuring fair treatment, promoting diversity, and embedding inclusive practices across all aspects of our operations.

This policy and procedure contribute to compliance with Standard 2.5 of Outcome Standards 2025.

Policy

Overview

Everest Institute of Education (Ei) is committed to ensuring that:

- Diversity and Inclusivity are maintained and celebrated.
- Access and equity principles are applied to all aspects of its operations, promoting fair and equal opportunities for all students.
- No person is discriminated against, harassed or treated unfairly in their dealings with Ei.
- Each student has access to the level of support required to enable them to reach their full potential without it causing unjustifiable hardship to the organisation.
- Staff are aware of unconscious bias, racism and discrimination.
- It complies with relevant Equal Opportunity Legislation and Discrimination Acts.

Diversity

Everest Institute of Education (Ei) recognises and values the individual differences of its students and the community and recognises that students come into its programs with a wealth of personal knowledge and life experiences.

Everest Institute of Education (Ei) recognises that diversity is an opportunity to enrich and extend opportunities for all, by creating an inclusive environment for all people regardless of their background.

This is ensured by:

- providing a welcoming and supportive training community
- offering flexibility in the way in which training and assessment is provided
- providing reasonable adjustments to training and assessment activities
- having transparent student and staff recruitment and selection procedures
- determining the needs of all individuals upon engagement with the organisation
- providing students, staff and clients access to a range of support services.

Inclusive Education

Everest Institute ensures all students have access to inclusive, learner-centred training and assessment practices. Training content, delivery methods, and materials are designed to be accessible and relevant to diverse learner cohorts.

Discrimination and Harassment

- In accordance with legislation, no person or organisation will be treated unfairly or discriminated against, on the basis of age, colour, race, gender, religious or political conviction, sexuality, ability or disability, location, family responsibilities, membership or non-membership of an association or for any other stereotypical or illegal reason.
- Everest Institute of Education (Ei) is committed to providing all people with an environment free from all forms of harassment. Ei will not tolerate any behaviour that harms, intimidates, threatens, victimises, offends, degrades or humiliates another person.

Fairness

- The principles and practices adopted by Everest Institute of Education (Ei) aim to ensure, that current and prospective students, clients and other stakeholders are treated fairly and equitably in their dealings with Ei.
- Everest Institute of Education (Ei) provides open, fair, clear and transparent policies and procedures for use by staff and students.
- Everest Institute of Education (Ei) has open, fair and transparent processes for selecting students for enrolment into its courses. Decisions about student selection are based on clearly defined entry requirements. Students will be selected on merit, based on the course's publicised criteria. Entry requirements as well as application and enrolment procedures are published in Ei's marketing materials, course guides and on the organisation's website.
- In making selection decisions, Everest Institute of Education (Ei) will take into account any educational disadvantages experienced by a student and consider based on an assessment of the disadvantage whether the student is eligible for entry.
- The selection process is conducted through use of a pre-training review to ensure the course in which the student is seeking to enrol is suitable.
- All people will be treated courteously and expeditiously throughout the process of enquiry, selection and enrolment and throughout their participation in a course.

Equity in access

- Everest Institute of Education (Ei) provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training.
- Everest Institute of Education (Ei) provides equitable access to training and education services by:
 - offering culturally appropriate training and assessment resources that are relevant to students needs and circumstances
 - referring students to support and counselling services where needed
 - offering a wide range of courses and learning options
 - assisting students to arrange additional services if required, such as interpreters or trained note takers
 - encouraging students to be involved in their own feedback and decision-making processes to ensure realistic training goals and progress.

Support Services

- Everest Institute of Education (Ei) determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET [vocational education and training] accredited courses. At minimum, support will include, but not limited to:
 - identifying particular requirements that students would need to meet to complete each course (for example, literacy, numeracy, English language or physical capability requirements)
 - developing strategies to make support available where gaps are identified.
- Support services will be provided to all students who require them.

Procedures

A. Admission and Enrolment

Procedure	Responsibility
<ul style="list-style-type: none"> All course information and entry requirements are published transparently. Pre-training reviews are used to determine student suitability and support needs. Reasonable adjustments are offered based on identified needs without compromising assessment integrity. 	CEO Administration Department

B. Learning and Assessment

Procedure	Responsibility
<ul style="list-style-type: none"> Trainers are responsible for adapting content and delivery to meet diverse learner needs. Learning resources are reviewed to ensure cultural relevance and inclusivity. Assessment methods offer flexibility and are modified where appropriate to remove barriers to access. 	Training Department

C. Staff training and development

Procedure	Responsibility
<ul style="list-style-type: none"> All staff are encouraged to do professional development on cultural competence, inclusive practices, and anti-discrimination obligations. 	CEO

D. Support Services

Procedure	Responsibility
<ul style="list-style-type: none"> Students have access to a range of academic and non-academic support services. Individual Support Plans are developed for students who require additional learning support. 	Administration Department

E. Reporting and Complaints

Procedure	Responsibility
<ul style="list-style-type: none"> All staff and students are informed of their right to report discrimination or harassment. Complaints are handled confidentially and in accordance with the Complaints and Appeals Policy. Investigations are conducted fairly, with outcomes communicated promptly to relevant parties. 	CEO General manager Administration Department

Document Control

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