



Diversity and Inclusion Policy and Procedure

1 Policy

Riverdale Institute (RI) is dedicated to fostering an accessible and inclusive learning environment that supports equal opportunity and full participation for all students. This Policy and Procedure will take effect on 1 July 2025 and will supersede all previous policies or arrangements related to this subject, whether written or informal.

2 Purpose

Riverdale Institute (RI) is committed to fostering a culturally safe and inclusive learning environment where all current and prospective students have equitable access to, and participation in, training opportunities.

The purpose of this Policy and Procedure is to ensure that all training and support staff treat students fairly and consistently throughout every stage of the student journey. This includes Pre-Enrolment, the Pre-Training Review, Enrolment, Training and Assessment, and Completion — with each stage designed to promote inclusivity, collaboration, and meaningful support.

This commitment includes, but is not limited to, the provision of:

- Providing all necessary course information prior to the enrolment application, ensuring students have sufficient detail to make an informed decision about the services and training options offered by RI.

If you want, I can help you turn this into a bullet point list for the policy section.

- Approving enrolment applications in accordance with the eligibility requirements of the relevant course. RI does not exclude any prospective student based on nationality, gender, age, cultural background, disability, sexuality, or any other personal characteristic.

- Providing potential students with information on how to access additional services to support them whilst studying

- Identifying individual student support needs and documenting these (on a needs basis) at time of enrolment, or at any time during the course where support needs may arise, disclosed, or are identified by completing an Intervention Strategy

- Implementing reasonable adjustments as required to provide all students with equitable access to facilities and services and to assessment

- Seeking external assistance where required, including facilitating access to qualified external practitioners and specialists.

- Ensuring that all assessment tools, processes, and decisions reflect the Principles of Assessment and Rules of Evidence, and are fair, flexible, valid, and reliable to support consistent, high-quality outcomes for all students.

- Adherence to all compliance requirements imposed by legislation.

This policy complies with:

RTO Standards 2025: Standard 2.5

National Vocational Education and Training Regulator Act 2011

National Vocational Education and Training Regulator Amendment Act 2020

National Code of Practice 2018

ESOS Act 2000

3 Scope

Diversity and Inclusion approaches at Riverdale Institute (RI) are designed to ensure the organisation remains responsive to the individual needs of learners whose circumstances — including age, gender, cultural or ethnic background, disability, sexuality, language proficiency, literacy or numeracy level, unemployment, imprisonment, or remote location — may present barriers to access, participation, or the achievement of suitable outcomes, in line with the Standards for NVR Registered Training Organisations 2025.

This Policy and Procedure outlines the strategies used to promote Diversity and Inclusion across all stages of the student journey. These strategies include the provision of reasonable adjustments, appropriate facilities,



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tailored services, and academic and learning support to ensure equitable access for all students.

RI is committed to supporting students with additional needs. Educational and support services may include specialised equipment, resources, and programs designed to increase access for learners with disability and other learners requiring additional assistance.

In accordance with applicable Federal and State legislation, no student will be discriminated against, nor will access to courses be restricted, on the basis of:

- Sex/Gender Identity
- Intersex status
- Sexual Orientation, Marital or Relationship status Family Responsibilities
- Pregnancy or Potential Pregnancy or breastfeeding
- Ethnic group
- Religion or political conviction
- Disability
- Membership or non-membership of an association or organisation of employers or employees
- Age
- Pronouns
- LGBTQIA+ community preference.

4 Definitions

On the same basis	a person with a disability is able to seek admission to, or apply for enrolment in, with Riverdale Institute on the same basis as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective students without disabilities.
Reasonable Adjustment	is defined in section 4(1) of the Employment and the Disability Discrimination Act as 'an adjustment to be made by a person is a reasonable adjustment unless making the adjustment would impose an unjustifiable hardship on the person'. 'Reasonable adjustment' is a term used in the education, employment and VET sectors to refer to any modification made to the learning environment, certification requirements, training delivery or assessment method used to help students with disability to access and participate in education and training on the same basis as those without disability. Riverdale Institute is obliged by law to make reasonable adjustment to ensure maximum participation of students with disability in teaching, learning and assessment activities. This includes: ensuring that course activities are sufficiently flexible; providing additional support where necessary; and offering a reasonable substitute within the context of the course where a student cannot participate.

5 Requirements and Process

To ensure that the student recruitment and admission process is bias-free and non-discriminatory, RI:

- Uses the same recruitment and admission process for all applicants
- Bases admission to courses and programs solely on availability of places and the applicant satisfying course entry requirements
- Provides applicants with adequate information and support to enable them to select the most suitable program for their needs. For more information related to Admission and Enrolment please refer to P02 Recruit and Enrol International Student Policy and Procedure.

The Disability Discrimination Act 1992 and the Standards are intended to give students with disability the same rights as other students, including the right to education and training '**on the same basis**' as students without disability. The Standards apply to Riverdale Institute delivering education and training. The Standards specify how education and training are to be made accessible to students with disabilities.

6 Procedures



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Learning support is provided for students who experience basic literacy, numeracy, or English language difficulties, as well as for those with other identified learning needs.

Special consideration may be granted when a student is unable to complete an assessment or attend an examination due to misadventure — such as illness, bereavement, or personal trauma — or when the student believes that such circumstances have adversely affected their performance.

RI premises are designed to provide appropriate access and facilities for students with physical disabilities.

Disclosure of Disability/Additional Needs

1. Riverdale Institute encourages students with a disability or additional need to self-disclose the nature and extent of a disability or additional need at the time of pre-enrolment. The primary purpose of self-disclosure is to enable Riverdale Institute to facilitate a student's successful progression through study.
2. However, the students are not required or obligated to disclose a disability or additional need at any time (unless it poses a health risk to other students or staff) but can elect to do so with reasonable notice to the Institute at any time during study.
3. Riverdale Institute is not obligated to provide adjustments for a student who chooses not to disclose a disability or additional need.
4. Riverdale Institute may not be able to provide students who do not disclose a disability or additional need with the adequate support to successfully complete a subject or course.
5. Information regarding the nature of a disability or additional need must be substantiated by current, relevant, and appropriate documentation from an experienced medical professional (or other forms of evidence considered suitable by RI).
6. Information provided by students in relation to a disclosed disability or additional need shall remain confidential and restricted to those with a legitimate need to know in accordance with the Company's Privacy Policy and other relevant privacy legislation.

Making Reasonable Adjustments

Reasonable adjustments may be implemented to support a student with a disability or additional need, ensuring inclusivity and minimising the impact of the disability or need on the student's ability to achieve academic success. When determining whether a particular adjustment is reasonable, Riverdale Institute will consider all relevant circumstances and interests. This includes the nature of the student's disability or additional need; the views of the student and/or the student's associate; the effect of the adjustment on the student, including its impact on their ability to achieve the required learning outcomes, participate in courses or programs, and maintain independence; the effect of the proposed adjustment on others who may be affected, including the education provider, staff, and other students; and the costs and benefits associated with implementing the adjustment.

Consulting the student: Before implementing any adjustments, Riverdale Institute will consult with the student, or an associate of the student, to determine the extent of the proposed adjustment and to identify whether an alternative adjustment may be available that is less disruptive or intrusive while providing equal benefit to the student.

Adjustments to be provided in reasonable time: Riverdale Institute must take reasonable steps to ensure that any required adjustments are implemented within a reasonable timeframe. What constitutes a reasonable timeframe will depend on when the student provides the necessary information and the adjustment options available to RI.

7 Appeals

Students have the right to appeal against any decision made by Riverdale Institute's administration under



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this policy. The appeal needs to be lodged in writing according to the processes for appeals as detailed in P07 Complaints and Appeals Policy and Procedure (available on Riverdale Institute's website).

8 Responsibility

The Compliance Manager and Operations Manager will be responsible for the implementation of this process and will ensure all requirements of this policy and procedure are met.

9 Review Date

12 months from the date of this version, or as required.

10 Version History

Version Number	Date	Reason for Change	Prepared by	Approved by
V1.0	July 2025	New Policy Created	Compliance Manager (NK)	CEO (SD)

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