

# Affirmative Action Policy

## What This Policy Covers

This policy establishes our commitment to creating an inclusive learning environment that provides equal opportunities for all students, with particular focus on historically disadvantaged groups. It covers targeted support strategies, accessible services, culturally safe environments, and continuous improvement to ensure all students can achieve their full potential.

## Key Sections of the Policy

**Target Groups:** We support Aboriginal and Torres Strait Islander students, students from culturally and linguistically diverse (CALD) backgrounds, students with disability, students from low socio-economic backgrounds, LGBTIQ+ students, and students from rural and remote areas.

**Marketing and Information:** Marketing materials actively promote diversity using inclusive imagery, accessible formats, multilingual information where appropriate, and feature success stories from diverse students.

**Enrolment and Admission:** Each application reviewed equitably with consideration of diverse backgrounds, educational pathways, and recognition of prior learning and life experiences.

**Student Support Framework:** Comprehensive support services including orientation programs, academic support, counselling, financial assistance, mentoring programs, and cultural liaison officers for Aboriginal and Torres Strait Islander students.

**Aboriginal and Torres Strait Islander Students:** Specific strategies including cultural liaison support, flexible learning options, cultural safety training for staff, Acknowledgement of Country, and partnerships with Aboriginal and Torres Strait Islander organizations.

**CALD Students:** Support including English language assistance, interpreting services, culturally appropriate communication, international student services, and celebration of cultural diversity.

**Students with Disability:** Reasonable adjustments implemented, assistive technology provided, accessibility audits conducted, and disability liaison officer available.

Staff Cultural Competency: Regular cultural awareness training, professional development opportunities, and building capacity to work effectively with diverse student cohorts.

Community Partnerships: Sustainable partnerships with community organizations, targeted outreach programs, and engagement with diverse communities.

Workplace Diversity: Staff recruitment promotes diversity and representation from target groups in our workforce.

### **Affirmative Action Implementation**

- **Step 1: Student Identification** - During enrolment, students self-identify as belonging to target groups if comfortable doing so. Information collected confidentially and used only to provide appropriate support.
- **Step 2: Support Allocation** - Student Administration Manager reviews student needs and allocates appropriate support services. Individual Support Plans developed where required through pre-training review.
- **Step 3: Cultural Liaison Connection** - Aboriginal and Torres Strait Islander students connected with Cultural Liaison Officer. CALD students connected with appropriate language and cultural support services.
- **Step 4: Reasonable Adjustments** - Students with disability work with Disability Liaison Officer to develop Reasonable Adjustment Strategy. Adjustments implemented and monitored throughout course.
- **Step 5: Ongoing Support** - Regular check-ins with students from target groups. Academic support, counselling, and mentoring available. Financial assistance programs accessible to students facing hardship.
- **Step 6: Cultural Safety Monitoring** - Incidents affecting cultural safety reported and addressed immediately. Cultural Safety Incident Response procedures followed. Students informed of complaints and appeals processes.
- **Step 7: Data Collection** - Participation, retention, and completion data collected and analyzed by target group. Results inform continuous improvement strategies.
- **Step 8: Review and Improvement** - Student Support Committee reviews affirmative action effectiveness quarterly. Annual policy review with consultation from target group representatives. Strategies adjusted based on outcomes data.

## **Important Points to Remember**

- Self-identification of target group membership is voluntary and confidential
- Support services available to all students who need them
- Cultural Liaison Officers available for Aboriginal and Torres Strait Islander students
- Reasonable adjustments provided for students with disability
- English language and interpreting support available
- Individual Support Plans developed where needed
- Financial assistance available for students facing hardship
- Mentoring programs connect students with peer support
- All staff participate in cultural competency training
- Complaints and appeals processes accessible to all students

## **Additional Information**

This policy aligns with Australian Nursing and Midwifery Council (ANMAC) accreditation standards, Standards for RTOs 2025 (particularly Standards 2.1-2.8 on student support), Disability Standards for Education 2005, and Racial Discrimination Act 1975. The Student Support Committee oversees implementation and effectiveness. We conduct annual accessibility audits of materials and facilities. Community partnerships strengthen our capacity to support diverse students. Data is collected respectfully and used to improve services and outcomes for all target groups.

## **Need Help?**

For questions or support:

Student Services Officer: 1300 244 002, [academics@menzies.vic.edu.au](mailto:academics@menzies.vic.edu.au)

## **Related Policies and Documents**

- MITP07 - Complaints and Appeals
- MITP11 - Admissions Policy and Procedure
- MITP16 - Staff Management
- MITP21 - Bullying, Harassment and Discrimination Prevention
- MITP22 - Sexual Harassment
- MITP28 - Student Support Services and Welfare
- MITP53 - Fair Treatment and Equal Benefits
- MITP53-CSIG - Cultural Safety Implementation Guide
- MITP83 - Reasonable Adjustment
- MITP89 - Pre-Training Review
- Standards for RTOs 2025 (Standards 2.1-2.8)



- ANMAC Nurse Accreditation Standards
- Disability Standards for Education 2005

*Version 7 | Last Updated: [Date] | Next Review: [Date]*