



DIVERSITY AND INCLUSION

POLICY AND PROCEDURE



Status: Current

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1. Rationale and policy statement

Rationale

Aura Education delivers training to a diverse student cohort, including students from culturally and linguistically diverse backgrounds, First Nations students, mature-age and returning students, young students, neurodivergent students, students with disability or ongoing ill health, students of all genders, students who may identify as LGBTIQ+, and students from diverse socio-economic circumstances.

Aura Education recognises and responds to that diversity, because doing so produces better engagement, progression and completion, and because an environment that does not respond to difference produces avoidable withdrawal, unreported harm and complaints. Aura Education does not treat inclusion as achieved by the absence of discrimination alone. It takes deliberate, documented and monitored action, and keeps evidence that the action is working.

Policy statement

Aura Education is committed to a learning environment and workplace that is safe, inclusive and culturally safe. This commitment rests on the following principles:

- **Respect:** Valuing the identity, background, ability and experience of every student and staff member.
- **Equity:** Fair access, opportunity and treatment, with proactive steps to remove barriers to participation.
- **Safety:** An environment free from racism, discrimination, harassment, sexual harassment, bullying, vilification and victimisation.
- **Cultural safety:** Ensuring First Nations people, and people of all cultures, experience an environment that is culturally safe as they define it.
- **Accessibility:** Facilities, materials, delivery, assessment and communications designed to be accessible, with reasonable adjustments where appropriate.
- **Privacy and consent:** Information about a person's identity, disability or wellbeing collected only for a lawful purpose, with their knowledge, and disclosed only with consent or where the law requires.
- **Accountability:** Monitoring whether these commitments are working and improving where they are not.

Aura Education applies a zero-tolerance approach to discrimination, harassment, sexual harassment, bullying, racism and vilification, regardless of the seniority or role of the person responsible.

2. Definitions

Term	Meaning
Bullying	Repeated unreasonable behaviour towards a person that creates a risk to health and safety. Reasonable management action carried out reasonably is not bullying.

Term	Meaning
Consent	Voluntary, informed, current and specific agreement to the collection, use or disclosure of personal information. Consent is not assumed from silence and may be withdrawn.
Cultural safety	An environment in which a person's identity, culture and experience are respected and not challenged or denied. Cultural safety is determined by the person receiving the service, not by the organisation providing it.
Discrimination	Treating a person less favourably because of a protected attribute (direct) or applying a requirement that appears neutral but unreasonably disadvantages people with a protected attribute (indirect).
Diversity	The range of differences between people, including age, gender, sex, sexual orientation, gender identity, cultural, ethnic, linguistic and religious background, First Nations identity, disability and ongoing ill health, neurodivergence, socio-economic background, and family or carer responsibilities.
First Nations people	Aboriginal and/or Torres Strait Islander peoples who identify as, or are identified by their community as, being of Aboriginal and/or Torres Strait Islander descent. First Nations peoples comprise many distinct language groups, histories and cultural traditions.
Harassment	Unwelcome conduct relating to a protected attribute that a reasonable person would anticipate could offend, humiliate or intimidate.
Inclusion	Ensuring people of all backgrounds and abilities can participate fully, are treated equitably, and experience a sense of belonging.
Learning environment	All physical, online and workplace settings in which Aura Education training, assessment and support are delivered, together with the materials, activities and interactions within them.
LGBTIQA+	People who may identify as lesbian, gay, bisexual, transgender, intersex, queer or questioning, asexual, and other diverse sexual orientations, gender identities and variations of sex characteristics.
Neurodivergent	A person whose cognitive functioning differs from what is considered typical, including autistic people and people with ADHD, dyslexia, dyspraxia, dyscalculia or Tourette syndrome. Neurodivergence is a natural variation, not a deficit.
Protected attribute	A characteristic protected under Commonwealth or Queensland anti-discrimination law, including race, colour, descent, national or ethnic origin, sex, sexual orientation, gender identity, marital or relationship status, pregnancy, breastfeeding, family responsibilities, disability or impairment, age, and religious or political conviction.
Reasonable adjustment	A measure enabling a person with disability or ongoing ill health to participate in training, assessment or work on the same basis as others, made consistently with the Disability Standards for Education 2005 and not imposing unjustifiable hardship.
Sensitive information	Personal information about racial or ethnic origin, religious beliefs, political opinions, sexual orientation, union membership, criminal record or health, which generally must not be collected without consent.

Term	Meaning
Sexual harassment	Unwelcome sexual advances, requests for sexual favours, or other unwelcome conduct of a sexual nature, in circumstances where a reasonable person would anticipate the possibility of offence, humiliation or intimidation.
Victimisation	Subjecting, or threatening to subject, a person to detriment because they made a complaint, raised a concern, provided information, or supported someone else to do so.
Vilification	Public conduct that incites hatred towards, serious contempt for, or severe ridicule of a person or group because of a protected attribute.
Visitor	Any person who attends Aura Education premises, an Aura Education event or an Aura Education activity without being a student, staff member, contractor or volunteer, including family members and guardians, guest speakers, industry and community representatives, host employers and workplace supervisors, prospective students, and members of the public.

3. Purpose

This document states what Aura Education undertakes in relation to diversity and inclusion, who is responsible for delivering it, and how it is carried out. Specifically, it exists to:

- set out Aura Education's commitment to a safe, inclusive and culturally safe learning environment and workplace;
- define the standards of behaviour expected of everyone who studies with, works for, visits, or acts on behalf of Aura Education;
- set out how diversity is considered in marketing, enrolment, training, assessment, support services and workforce management;
- clarify how information about identity, disability and wellbeing is collected, used and disclosed, and the consent required;
- explain how concerns are raised and how breaches are handled; and
- demonstrate compliance with Standard 2.5 of the Outcome Standards for RTOs 2025 and related legislative obligations.

4. Scope

This document applies to every person who studies with, works for, visits, or acts on behalf of Aura Education. That includes prospective, current and former VET students; governing persons, staff, trainers and assessors, contractors and volunteers; visitors and guests, such as family members and guardians, guest speakers, industry and community representatives, host employers and workplace supervisors, and members of the public attending Aura Education premises or events; education agents; and any other third-party delivering services on Aura Education's behalf.

It applies to everything Aura Education does in connection with training: marketing and advertising, staff recruitment and selection, enrolment, induction and orientation, training and assessment including

recognition of prior learning and credit transfer, work placements, student support and wellbeing services, feedback, complaints and appeals, and staff professional development.

It applies wherever those activities take place: at any Aura Education campus or training delivery location, in any online or blended component of delivery, in work placement and simulated workplace settings, at Aura Education events, and across Aura Education communication channels including email, the learning management system and social media.

5. Alignment and Legislative Context

References are current at the time of writing. If an instrument is amended, this document is reviewed in accordance with Procedure 8.7.

Type	Instrument	Relevance
Standard	NVETR (Outcome Standards for NVR Registered Training Organisations) Instrument 2025, in effect 1 July 2025 - Standard 2.5	The learning environment promotes and supports the diversity of VET students. Performance Indicator 2.5(1) requires an organisation to demonstrate that it fosters a safe and inclusive learning environment for VET students, and a culturally safe learning environment for First Nations people. Supported by Standard 1.4 (fairness in assessment, including reasonable adjustments), Standards 2.1 and 2.2 (information and pre-enrolment review), Standards 2.3 and 2.4 (training support services and reasonable adjustments for students with disability), Standard 2.6 (wellbeing), Standards 3.1 to 3.3 (staffing, professional development and trainer competence), and Standards 4.1, 4.3 and 4.4 (integrity, risk management and continuous improvement).
Standard	NVETR (Compliance Standards for NVR RTOs and Fit and Proper Person Requirements) Instrument 2025	Integrity and administrative requirements, including those governing marketing and advertising.
Guidance	ASQA Practice Guides -Diversity and inclusion (Standard 2.5), Training support (Standards 2.3 and 2.4), and Wellbeing (Standard 2.6)	The example activities, known risks and self-assurance questions in each guide. The guides are not prescriptive and, as ASQA states, must be read alongside the relevant legislation for regulatory obligations to be fully met.
Legislation	National Vocational Education and Training Regulator Act 2011 (Cth)	The enabling Act for the 2025 Standards and for ASQA's regulation of registered training organisations.
Legislation	Education Services for Overseas Students Act 2000 (Cth) and National Code of Practice 2018	Applies to CRICOS-registered providers enrolling overseas students. Requires culturally appropriate marketing and information (Standards 1–3), ethical conduct by education agents (Standard 4), age- and culturally-appropriate orientation and support (Standard 6), support for students disadvantaged by online or distance learning (Standard 8), and fair complaints and appeals with external review (Standard 10).
Legislation	Anti-Discrimination Act 1991 (Qld), as amended by the Respect at Work and	Prohibits discrimination, sexual harassment, harassment on the basis of sex, vilification and victimisation in education

Type	Instrument	Relevance
	Other Matters Amendment Act 2024 (Qld)	and work on the basis of protected attributes including race, sex, gender identity, sexuality, relationship and parental status, pregnancy, family responsibilities, age, impairment, and religious or political belief or activity. From 1 July 2025 it also imposes a positive duty to take reasonable and proportionate measures to eliminate unlawful discrimination and harassment, rather than only responding to complaints after the fact.
Legislation	Racial Discrimination Act 1975 (Cth); Sex Discrimination Act 1984 (Cth); Disability Discrimination Act 1992 (Cth) and Disability Standards for Education 2005 (Part 3); Age Discrimination Act 2004 (Cth)	Prohibit discrimination and harassment on the basis of race, sex, sexual orientation, gender identity, disability and age; require consultation and reasonable adjustment so students with disability can participate on the same basis as others, while preserving the inherent requirements of a training product. Section 47C of the Sex Discrimination Act imposes a positive duty to take reasonable and proportionate measures to eliminate sex discrimination, sexual harassment and related conduct.
Legislation	Fair Work Act 2009 (Cth)	General protections, the prohibition on sexual harassment in connection with work, and the anti-bullying jurisdiction.
Legislation	Work Health and Safety Act 2011 (Qld) and Work Health and Safety Regulation 2011 (Qld)	Require psychosocial hazards to be eliminated or minimised so far as is reasonably practicable, supported by Queensland's Managing the risk of psychosocial hazards at work Code of Practice 2022. Racism, discrimination, harassment and bullying fall within that duty and are managed as safety risks, not only as conduct issues.
Legislation	Privacy Act 1988 (Cth) and the Australian Privacy Principles	Govern the collection, use, disclosure, storage and security of personal and sensitive information, including consent and notification of eligible data breaches.

6. Staff Responsible: Roles and Responsibilities

Role	Responsibilities
Chief Executive Officer (CEO)/ Compliance	- Approve this policy, resource its implementation, and lead a culture of respect, fairness and integrity. - Review reporting on the effectiveness of this policy at least annually, including as part of risk management. - Decide serious breaches by staff, and the suspension or termination of third party and agent arrangements. - Maintain this policy and the related procedure and keep them aligned with the Standards and legislation. - Maintain the complaints, incident, adjustment and continuous improvement registers, and protect confidentiality. - Coordinate investigations, ensure procedural fairness, and review outcomes and trends.

Role	Responsibilities
Academic Coordinator	• Ensure training and assessment strategies identify cohort characteristics, likely needs, and needs that cannot be accommodated. • Ensure learning and assessment materials are reviewed for accessibility, inclusive language and cultural appropriateness before use. • Ensure validation considers whether adjusted assessment maintained the integrity of the training product.
Student Support Officer	• Support students to disclose access, cultural, language or wellbeing needs, and explain that disclosure is voluntary and confidential. • Work with the student and trainers to identify, document, implement and review reasonable adjustments. • Provide information about and referrals to wellbeing support services and keep referral information current. • Obtain written consent before sharing disclosed information and record support needs and outcomes.
Trainers and assessors	• Model inclusive behaviour and set classroom norms of respect. • Adapt delivery to the cohort and implement agreed reasonable adjustments. • Apply consistent marking standards and address unconscious bias in assessment judgements. • Identify and refer students at risk, and report conduct that breaches this policy.
Marketing and admissions staff	• Ensure marketing, imagery and communications are inclusive, accurate and not misleading. • Obtain written consent before using any person's image, name or story.
All staff, contractors and volunteers	• Comply with this policy, complete required training, and treat all people with respect. • Report conduct that breaches this policy and cooperate with any investigation. • Protect the confidentiality of information disclosed to them.
VET students	• Treat other students, staff and workplace hosts with respect, on campus, online and on placement. • Raise concerns through the feedback and complaints process.
Visitors, guest speakers and host employers	• Treat students and staff with respect while on Aura Education premises, at Aura Education events, or while supervising a student on placement. • Comply with any direction given by Aura Education staff in relation to conduct.
Staff hosting visitors or guest speakers	• Advise the visitor of the standards of behaviour expected under this document before they engage with students. • Report any conduct by a visitor that breaches this document to the CEO.

Role	Responsibilities
Third parties and education agents	- Comply with this policy in all services delivered on Aura Education's behalf, and act honestly and in the best interests of students. - Report any complaint or incident engaging this policy to the CEO without delay.

7. Breach of Policy

Reporting a concern

Any person covered by this document may raise a concern, either informally with a trainer, assessor, supervisor or the Student Support Officer, or formally on the Complaint and Appeal Form. Support is available to help a person make a complaint, reports may be made verbally or in writing, and a person may be accompanied by a support person at any meeting. The steps Aura Education follow once a concern is raised are set out in procedure 8.6.

How breaches are handled

Matters are handled promptly, confidentially and with procedural fairness. The person who is the subject of an allegation is told its substance and given a reasonable opportunity to respond before any finding is made. Decisions, reasons and outcomes are documented, communicated to the parties and recorded. Where there is a risk to a person's safety, or a concern for the safety of a student, the matter is escalated immediately to the CEO and, where required, to police.

Consequences

Who	Possible consequences of a substantiated breach
Staff, contractors and volunteers	- Counselling, additional training, supervision or mediation. - Formal warning, performance management, or changes to duties or supervision. - Disciplinary action up to and including termination of employment or engagement. - Referral to police or a regulator where the conduct may be unlawful.
VET students	- Restorative discussion, mediation, warning, or conditions on participation. - Action under the Student Code of Conduct, up to suspension or cancellation of enrolment in serious cases. - For overseas students, any suspension or cancellation follows National Code Standard 9, which requires written notice and reasons, the right to appeal within 20 working days, and no effect until the internal appeal is complete unless health or wellbeing is at risk.
Visitors, guest speakers and host employers	- A direction to stop the conduct, and a request to leave Aura Education premises or the event. - Withdrawal of permission to attend Aura Education premises, events or activities. - Suspension or termination of a work placement arrangement, and relocation of affected students. - Referral to police where the conduct may be unlawful.

Who	Possible consequences of a substantiated breach
Third parties and education agents	• Immediate corrective action under the written agreement. • Suspension or termination of the arrangement, and notification to the regulator where required.

Protection from victimisation

No person will be disadvantaged for making a complaint in good faith, providing information, or supporting another person to do so. Victimisation is itself a breach of this policy and is unlawful.

External avenues

If a person is not satisfied with the outcome of an internal process, they may raise the matter externally. A person may also seek advice or make a complaint to an external body at any time and does not have to complete Aura Education's internal process first.

- **Queensland Human Rights Commission** - discrimination, sexual harassment and vilification
www.qhrc.qld.gov.au, 1300 130 670
- **Australian Human Rights Commission** - discrimination and harassment under Commonwealth law
www.humanrights.gov.au, 1300 656 419
- **Workplace Health and Safety Queensland** - work health and safety, including bullying (staff, contractors and volunteers)
www.worksafe.qld.gov.au, 1300 362 128
- **Overseas Students Ombudsman** - complaints and appeals by overseas students
www.ombudsman.gov.au, 1300 362 072

8. Procedures

These procedures set out the operational steps that give effect to this policy. Timeframes align with the Complaints and Appeals Policy and Procedures.

8.1 Identifying support and diversity needs at enrolment

Responsibility: Admissions Officer; Student Support Officer

1. Provide the prospective student with information about the training product, the training support and wellbeing services available, fees and obligations, and how to request an adjustment.
2. Complete the pre-enrolment review of skills and competencies, including language, literacy, numeracy and digital literacy, and advise the student whether the training product is suitable for them.
3. Invite the student to identify, on a voluntary basis, any cultural, linguistic or religious requirements, access requirements, learning preferences, disability or ongoing ill health, and any prior learning. Explain that disclosure is voluntary, why the information is being collected, how it will be used and to whom it may be disclosed.

4. Treat any disclosure about disability, health, cultural identity, religion, sexual orientation or gender identity as sensitive information. Do not share it with trainers, assessors or host employers without the student's written and signed consent on the Consent to Disclose Information Form.
5. Where a support need or adjustment is identified, commence procedure 8.2.
6. Where prior learning or experience is indicated, advise the student of the recognition of prior learning and credit transfer processes.
7. Where an identified need cannot be accommodated, advise the student in writing before enrolment, explain the reasons and any alternative pathways, and record the advice given.
8. Record the outcome on the student file and in the student management system, including where no additional needs were identified.

8.2 Requesting, deciding and implementing a reasonable adjustment

Responsibility: Student Support Officer; Trainers and Assessors; Academic Coordinator

1. Receive the request from the student, a trainer or assessor, or through enrolment, and record it on the Student Support Form. A request may be made at any time during the course.
2. Identify the mandatory requirements of the relevant units of competency and the workplace implications of those requirements.
3. Consult the student about the barrier they experience and the adjustments they consider would assist. The student may be accompanied by a support person, and an external expert may be involved where appropriate.
4. Assess whether each proposed adjustment is reasonable, having regard to the effect on the student's ability to achieve the learning outcomes, participate and maintain independence; the effect on other students, staff and Aura Education; the cost and resources required; whether the adjustment could reasonably be expected in a real workplace; and whether the integrity of the training product is maintained.
5. Decide the adjustment in consultation with the Academic Coordinator where assessment is affected. An adjustment must not alter the mandatory requirements of a unit, lower the standard of judgement, or confer an advantage.
6. Confirm the decision to the student in writing as soon as reasonably practicable, setting out the adjustments agreed, the units and assessment tasks they apply to, and, where an adjustment is declined, the reasons and any alternative options or pathways.
7. Communicate only what trainers and assessors need in order to implement the adjustment, and only with the student's written consent.
8. Implement the adjustment and review it with the student at least once each study period, or earlier if circumstances change.
9. Record on the student file: the grounds for eligibility, the evidence relied on, the consultation undertaken, the adjustments provided, the units and tasks affected, the grounds for any denial, and the advice given to the student. Retain samples of adjusted assessment tasks for validation.

8.3 Reviewing learning and assessment materials for inclusion and cultural safety

Responsibility: Academic Coordinator; Trainers and Assessors

1. Review learning and assessment materials before first use, and again at each scheduled validation, using the Pre-Assessment Validation Checklist.
2. Ensure case studies, scenarios and role plays reflect a range of cultural backgrounds, family structures and socio-economic circumstances; that language is gender-inclusive and free of stereotypes; that jargon, idiom and colloquialism are removed or explained; and that images and video represent people of different ages, genders, cultural backgrounds and abilities.
3. Ensure accessible formats are available where required, including large print, captioned video, screen-reader-compatible documents and high-contrast visuals.
4. Where material relates to First Nations peoples, histories or content, seek review by First Nations staff, industry experts or community representatives before use.
5. Record the review outcome in the pre-validation records, assign an owner and due date to any change required, and confirm the change before the material is used.
6. Log any improvement opportunity in the Continuous Improvement Register.
7. Ensure student-facing documents, marketing and advertising use inclusive, gender-neutral language, are accurate and in plain English, and represent the diversity of Aura Education's student cohorts.
8. Obtain written consent before using a person's image, name or story in marketing, case studies or social media, record that consent, and withdraw the material if consent is withdrawn.

8.4 Building and maintaining cultural safety for First Nations people

Responsibility: Chief Executive Officer; Compliance; Academic Coordinator

1. Maintain an Acknowledgement of Country on the Aura Education website, in classrooms and at significant events.
2. Plan and undertake engagement with local First Nations communities and organisations at least annually, documenting the feedback received and how it informed decision-making.
3. Where practicable, engage First Nations staff or industry experts to deliver or review training and assessment, consistent with the Credential Policy.
4. Plan recognition of significant dates each year, including NAIDOC Week and National Sorry Day.
5. Apply a warning wherever learning materials, advertising or events may contain images, voices or names of people who have died.
6. Offer affirmative supports to First Nations students, including one-on-one support, mentoring and peer connections, and record uptake and outcomes.
7. Test how Aura Education is perceived by First Nations students and the local community through feedback and engagement, and record findings and the actions taken in response.

8.5 Induction, training and briefing of staff, agents and visitors

Responsibility: Chief Executive Officer; Compliance, Academic Coordinator

1. Include diversity and inclusion, cultural safety, reasonable adjustment, privacy and consent, and expected standards of behaviour in the induction of every new staff member, contractor and volunteer, completed before they work with students.

2. Schedule training for all staff at least annually covering: First Nations histories, cultures and the systemic barriers First Nations students face; unconscious bias, racism and discrimination; inclusive communication; adapting delivery to diverse cohorts; and supporting student wellbeing.
3. Brief staff who interact with overseas students on Aura Education's obligations under the ESOS framework and the implications for students.
4. Record attendance in professional development records and follow up any staff member who does not attend.
5. Provide education agents and third parties with a copy of this document when the written agreement is entered into and whenever it is materially revised, and record that this has been done.
6. Brief visitors, guest speakers, industry representatives and host employers on the standards of behaviour expected under this document before they engage with students. The staff member hosting them is responsible for the briefing.
7. Seek staff feedback on the training and use it to adjust the content for the following year.

8.6 Reporting and responding to discrimination, harassment, bullying or racism

Responsibility: All staff; Chief Executive Officer

1. Any person covered by this document, including a student, staff member, contractor, volunteer, visitor, agent or other third party, may raise a concern informally with a trainer, assessor, supervisor, or the Student Support Officer, or formally on the Complaint and Appeal Form.
2. A staff member who receives a report records it on the day it is received and refers it to the CEO. Where there is a risk to a person's safety, or a concern for the safety of a child, escalate immediately to police where required.
3. The CEO/Compliance records the matter in the Complaints and Incidents Register and determines whether it will be handled informally or formally.
 - Informal: With the agreement of the person raising the concern, facilitate a discussion or mediation, confirm the outcome in writing, and check with the person within ten (10) working days that the matter is resolved. If it is not, it proceeds as a formal complaint.
 - Formal: Acknowledge receipt in writing within ten (10) working days; inform the respondent of the substance of the allegation and give them a reasonable opportunity to respond; allow each party a support person at any meeting; and gather only evidence relevant to the allegation.
4. Decide the matter on the balance of probabilities and provide a written outcome to the parties, including the reasons for the decision, within ten (10) working days of concluding the assessment.
5. Apply any consequence under section 7 of this document, in consultation with the CEO where the matter is serious.
6. Advise the person of their right to appeal internally and, if they remain dissatisfied, of the external avenues available, including, for overseas students, the Overseas Students Ombudsman within twenty (20) working days of the internal outcome.
7. Keep the identity of the parties, the allegations and the outcome confidential, and disclose them only to those who need to know.

8. Monitor for victimisation for at least three (3) months after the outcome and check in with the person who raised the concern.
9. Record the outcome in the Register and log any systemic improvement in the Continuous Improvement Register. Retain records for the required retention period.
10. Record allegations and findings separately and clearly, so that an allegation is never recorded as a finding, and limit access to those with a legitimate need to know.

8.7 Monitoring, self-assurance and continuous improvement

Responsibility: CEO/Compliance

1. Collect and review, at least each study period: student and staff feedback, orientation and exit feedback, complaint and incident data, participation, progression and completion data by cohort, adjustment records, uptake of wellbeing support services, validation outcomes, and professional development records.
2. Report findings and trends to the CEO and governing persons at least annually and record this in the management meeting minutes.
3. Log each improvement identified in the Continuous Improvement Register with an owner and due date and verify implementation.
4. Store records of support needs, adjustments, consents, complaints, incidents and training securely, limit access to staff who need it, and retain them for the required period.
5. Review this document annually or earlier following a change to the Standards or legislation, a substantiated complaint or serious incident, or a significant change to student cohorts, delivery modes or scope of registration.
6. Where participation by a particular group is low, consider targeted strategies to encourage it, and record the strategy and its result.

9. Related documents

Policies: Student Support Policy and Procedure; Complaints and Appeals Policy and Procedures; Enrolment Policy and Procedure; Privacy Policy and Procedure; Digital Literacy Policy and Procedure; Professional Development Policy and Procedure; Critical Incident Policy.

Forms and registers: Student Support Request Form; Student Support Register; Complaints and Appeals Register; Continuous Improvement Register; Professional Development Log.

10. Version control

Version	Date	Author	Approved by	Change description
1.0	11 August 2026	Compliance	CEO	New policy developed to address Standard 2.5 of the Outcome Standards for RTOs 2025 and Queensland anti-discrimination and work health and safety obligations.