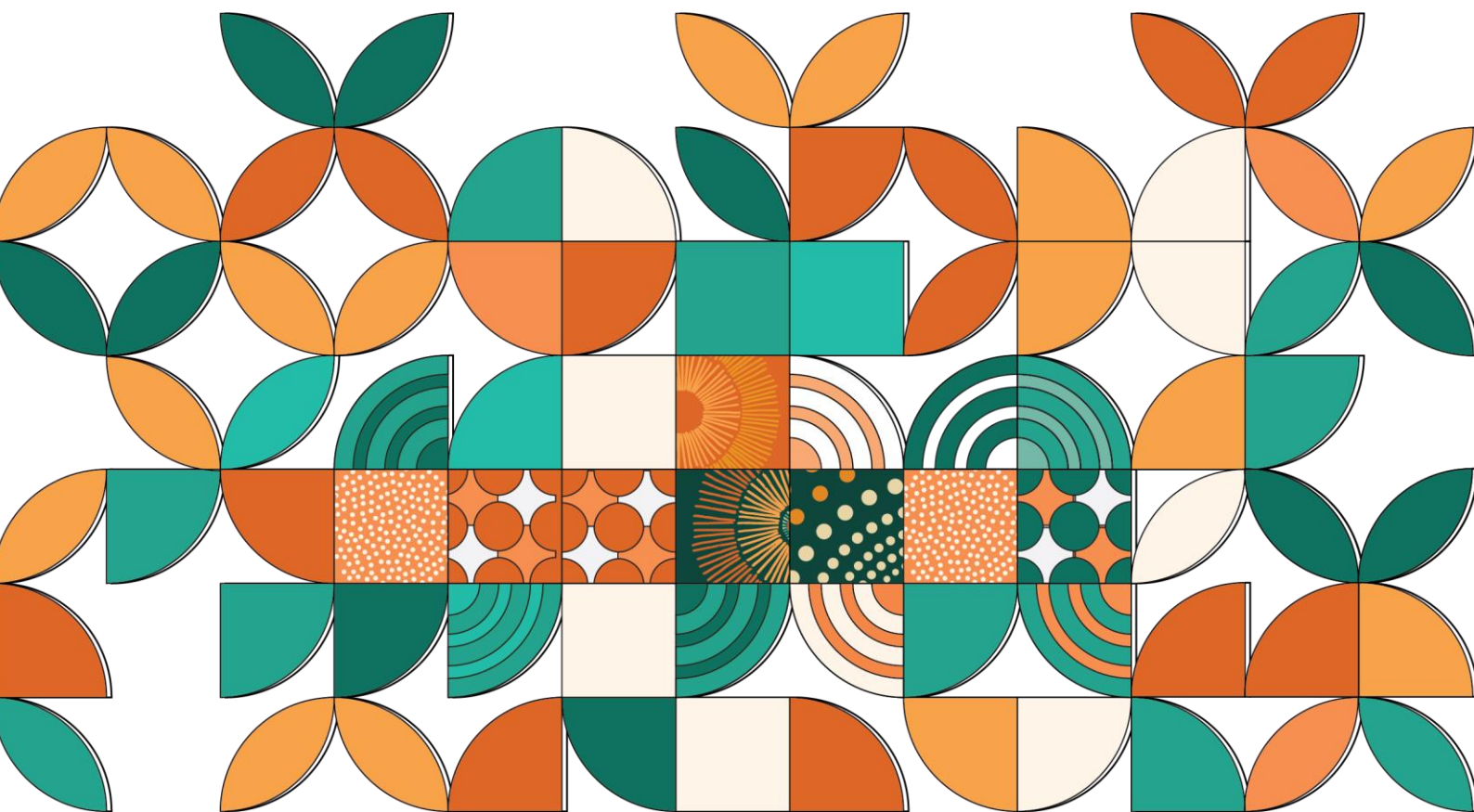


Aboriginal and Torres Strait Islander Education and Support Policy



SECTION 1

Statement of Acknowledgement

The Institute of Health and Nursing Australia (IHNA) acknowledges the Traditional Owners of the Country throughout Australia and recognises their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.

1. Purpose

- 1.1 The purpose of this policy is to set out guidelines for ensuring, providing and promoting non-discriminatory, inclusive practices and processes to provide equal opportunities for Aboriginal and Torres Strait Islander people.
- 1.2 In addition, this document aims to define the intentions of IHNA in relation to its commitment to Aboriginal and Torres Strait Islander peoples and reconciliation among all Australians. IHNA supports the concept of equal opportunity and is committed to providing all staff, students and prospective students with a working and learning environment which values diversity, respects differences and provides an environment that is safe, healthy, positive, supportive and free from all forms of harassment, bullying or discrimination.
- 1.3 This policy is developed in the line of key national and international frameworks, including the [United Nations Declaration on the Rights of Indigenous Peoples](#), the [National Aboriginal and Torres Strait Islander Education Policy \(AEP\)](#), the [Australian Institute of Aboriginal and Torres Strait Islander Studies \(AIATSIS\) Code of Ethics for Aboriginal and Torres Strait Islander Research \(the AIATSIS Code\)](#). These documents collectively guide the principles and commitments reflected in this policy.

2. Scope

- 2.1 This Policy applies to all students, employees, officers, and contractors or associates of IHNA.
- 2.2 This policy supports the 2025 Standards for RTOs, Practice Guides – Outcome Standards for RTOs, the Enrolled Nurse Accreditation Standards 2017 and other regulatory and accreditation requirements. All staff and contractors employed or engaged by IHNA are obliged to comply with this policy.
- 2.3 The policy has been developed and implemented to support and provide clear instruction and guidance for Aboriginal and Torres Strait Islander students and IHNA staff about matters pertaining

Islander peoples.

- 2.4 This policy relates to the provision of all training and support services offered to Aboriginal and Torres Strait Islander students and approaches that ensure that IHNA training programs are responsive to the diverse needs of all Aboriginal and Torres Strait Islander students and prospective students.

3. Definitions

- 3.1 Refer to IHNA's Glossary of Terms.

SECTION 2

4. Policy Statement

- 4.1 This policy acknowledges that Australian Federal and State legislations make it unlawful for organisations to discriminate against individuals because of their age, gender, race, marital status, sexuality or physical or intellectual disability. IHNA aims to deliver courses in a fair, open, transparent and equitable manner, irrespective of age, disability, colour, race, gender, religion, sexuality, family responsibilities or location.
- 4.2 IHNA will work to establish itself as a site of exemplary practice in Aboriginal and Torres Strait Islander peoples' education and training.

5. Principles

The following principles underpin IHNA's approach to Aboriginal and Torres Strait Islander learning, teaching, and training:

- 5.1 Whole-of-institute and equitable approach across the student life-cycle;
- 5.2 Accountability of all executive and staff members of IHNA;
- 5.3 Embedding Aboriginal and Torres Strait Islander perspectives, knowledges and voices in all that we do;
- 5.4 Self-determination for Aboriginal and Torres Strait Islander people;
- 5.5 Fostering an environment that is welcoming, respectful, culturally safe, non-discriminatory, and free of harassment for Aboriginal and Torres Strait Islander people;
- 5.6 Student retention, completion, growth and success at all levels of education and training;
- 5.7 Recognition and valuing of traditional and contemporary histories, values, languages, culture and knowledge;

between staff and students;

5.9 Opportunities for engaging in the governance, decision making, planning, delivery and evaluation

of education and training; and

5.10 Proactive support of students and staff through co-creation, collaboration, consultation, and inclusion.

6. Guidelines

6.1 IHNA endeavours to provide an environment of support and care for Aboriginal and Torres Strait Islander students that is conducive to cultural understanding and sensitivity.

6.2 Where a student identifies as an Aboriginal person and/or Torres Strait Islander during enrolment or orientation, it is recorded in the Student Management System and notification made to the relevant Course Coordinator.

6.3 The Course Coordinator is responsible for ensuring that the student is offered the opportunity to contact the Academic Director (who is a member of the Aboriginal and Torres Strait Islander Education and Support Committee) if that is their wish. It is the responsibility of the Course Coordinator to ensure that appropriate referrals are made.

7. Teaching and Assessment

7.1 All Aboriginal and Torres Strait Islander students are to be offered support to assist them to participate in the training and in assessment activities. IHNA may provide support services or arrange for services for Aboriginal and Torres Strait Islander students and prospective students. To ensure that all curriculum and training materials are inclusive of student needs, IHNA considers cultural diversity and the needs of Aboriginal and Torres Strait Islander people.

8. Harassment and Victimization

8.1 IHNA supports the rights of Aboriginal and Torres Strait Islander students and endeavours, wherever possible, to protect them from discrimination, harassment or victimisation.

9. Marketing

9.1 All IHNA marketing material is to include words to indicate that Aboriginal and Torres Strait Islander people are welcome to apply for all courses.

10. Recording

10.1 All documentation and records are to be filed on the student's record in the Academic Hub of the Student Management System.

11. Relevant legislation:

having regard to the following:

- a. Closing the Gap, Australian National Report on Schooling, Overcoming Indigenous Disadvantage.
- b. AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research (the AIATSIS Code).
- c. United Nations, Declaration on the Rights of Indigenous Peoples 2008.

12. Responsibility

- 12.1 The Academic Director has overall responsibility for implementing this policy. Other responsibilities are outlined within the policy. The Academic Director will review this policy annually or in case of legislative changes requiring amendments.

SECTION 3

13. Associated information

Related Internal Documents	- Aboriginal and Torres Strait Islander Education and Support Committee, Terms of Reference - Scholarship for Aboriginal and Torres Strait Islander Education and Support Policy - Student Support Services Policy - Student Support Services Procedure - Access and Equity Policy - Access and Equity Procedure - Student Complaints and Appeals Policy - Student Complaints and Appeals Procedure
Related Legislation, Standards, and Codes	- National Vocational Education and Training Regulator Act 2011 2025 Standards for RTOs - Practice Guides – Outcome Standards for RTOs - National Aboriginal and Torres Strait Islander Education Policy - The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Code of Ethics for Aboriginal and Torres Strait Islander Research (the AIATSIS Code) - Enrolled Nurse Accreditation Standards 2017 - Australian Core Skills Framework - Disability Standards for Education 2005 - Racial Discrimination Act 1975 (Cth) - Sex Discrimination Act 1984 (Cth) - Age Discrimination Act 2004 (Cth) - Disability Discrimination Act 1992 (Cth) - Australian Human Rights Commission Act 1986 (Cth) - Relevant State and Commonwealth contracts and eligibility documents (VET Student Loans, Skills First Program, Department of Training and Workforce Development (DTWD), Smart and Skilled)

Date Approved	23/11/2023
Date Endorsed	14/12/2023
Date of Effect	23/11/2023
Date of Review	31/12/2026
Approval Authority	Academic Board
Document Custodian	Academic Director
IHNA DocID	IHNA-AATSIEASP1-4.0
Department	Learning and Teaching
2025 Standards for RTOs	Practice Guides – Outcome Standards for RTOs -Quality Area 2

14. Change History

Version Control		Version 4.1
Version No.	Date	Brief description of the change, including version number, changes, who considered, approved, etc
V.3.0	10/03/2021	Overall review and editing of the document, including nomenclature, definitions, responsibility, policy statement and inclusion of principles, Version 3.0, approved by the Academic Board on 10/03/2021
V.4.0	12/06/2024	Updated in the new template and logo, moved definitions into the Glossary of Terms.
V.4.1	15/05/2025	Changed Standards for RTOs 2015 to 2025 Standards for RTOs, Practice Guides – Outcome Standards for RTOs