Kaplan Equity and Inclusion Policy

Scope

This policy applies to Kaplan Business School, Kaplan Professional and Kaplan Higher Education Pty Ltd (trading as Murdoch College and Kaplan International College Adelaide) (referred to as 'Kaplan').

Purpose

This policy affirms Kaplan's commitment to fostering an inclusive, equitable and diverse learning and working environment, ensuring all individuals have fair access to education, training, and support.

It supports compliance with relevant anti-discrimination and equity legislation. These commitments underpin our ongoing compliance with the Higher Education Standards Framework (2021), National Code of Practice for Providers of Education and Training to Overseas Students (2018) and the Standards for RTOs 2025.

Policy Statement

Equity and inclusion are essential to the ongoing success of Kaplan as an education provider. We believe that a collaborative and inclusive culture enhances learning, teaching and student outcomes.

Kaplan is committed to:

- Promoting social justice, human rights, and fairness across all areas of operation
- Recognising and supporting the diverse backgrounds, experiences and needs of students, including those from identified equity groups and those who may experience educational disadvantage, to support equitable access, participation and opportunities for success
- Ensuring that learning, teaching and assessment practices are inclusive, accessible and free from discrimination
- Making reasonable adjustments to enable equitable participation, particularly for students with disabilities
- Monitoring the participation and outcomes of underrepresented groups to inform continuous improvement
- Embedding equity and inclusion principles into curriculum design, admissions processes, student support, and professional practice

Definitions

Terms	Definitions
Equity	In education, equity means that personal or social circumstances such as socio-economic background, gender, ethnic origin or family background, are not obstacles to achieving educational potential (fairness) and that all individuals reach at least a basic minimum level of skills.

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Kaplan Education Pty Ltd. ABN 54 089 002 371 (RTO No. 90116)
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Inclusion	Inclusion refers to creating learning and working environments in which all individuals are respected, valued and able to participate fully, regardless of their background, characteristics or circumstances.
Reasonable Adjustment	Means a modification or support put in place to assist a student with a disability, medical or mental health condition, or specific learning need to participate in learning and assessment on an equitable basis. Adjustments must not compromise the academic integrity or inherent requirement.

Principles

Kaplan's equity and inclusion principles are designed to support fair and equitable access to education and training for all students, while fostering a safe, inclusive and respectful learning and working environment.

1. **Commitment to Social Justice and Human Rights**: Affirm Kaplan s commitment to the principles of social justice, fairness, and equal opportunity in education.
2. **Inclusive Policies and Practices**: Design and review educational activities, policies, and support services to accommodate student diversity, including the under-representation and disadvantage experienced by identified equity groups.
3. **Equity in Access and Participation**: Provide all individuals, wherever possible, with fair access to learning and assessment opportunities, regardless of personal characteristics such as age, gender, race, cultural background, socio-economic status, location, disability, or sexual orientation.
4. **Reasonable Adjustment**: Make reasonable Adjustments to enable students with disabilities to apply for and participate in programs on the same basis as other students, in line with legislative requirements.
5. **Cultural Safety and Respect**: Foster a culturally safe environment where First Nations peoples and individuals from diverse backgrounds feel respected, acknowledged and supported. Kaplan is committed to considering the recruitment, admission, participation, progression and completion of Aboriginal and Torres Strait Islander students in its educational practices and support services.
6. **Inclusive Leadership and Accountability**: Require leaders, managers and educators to actively support diversity and inclusion by identifying and implementing strategies for continuous improvement in curriculum, teaching and support.
7. **Respectful Engagement and Safe Environment**: Promote respectful engagement and collaboration among staff and students, free from discrimination, harassment, bullying, vilification and victimisation.
8. **Monitoring and Evaluation**: Monitor the participation, progress and outcomes of equity groups, and use this information to inform admissions practices, student support services, teaching and learning strategies, and continuous improvement activities.
9. **Transparent and Non-Discriminatory Processes**: Maintain recruitment, selection and admissions processes that are transparent, ethical and free from discrimination or bias.
10. **Support Early Disclosure and Individual Needs**: Encourage early disclosure of any personal needs or barriers to learning and respond with tailored support or referral where appropriate.
11. **Equity in Digital and Remote Learning**: inclusive access to online and remote learning environments through user-friendly platforms and flexible support.
12. **Encourage Reporting and Address Breaches**: Actively encourage the reporting of any matter that breaches this policy, and respond through fair, transparent and timely processes.

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Kaplan recognises the diverse and evolving nature of student populations and supports a range of equity groups, including but not limited to:

- Aboriginal and Torres Strait Islander peoples;
- People with disabilities;
- Women, especially in areas of study where they have been under-represented;
- People from non-English speaking backgrounds;
- People who are the first in their family to attend a higher education institution;
- People from lower socio-economic backgrounds;
- People from remote, rural or isolated areas;
- Any other groups of prospective students that may have experienced disadvantage.

There are no limitations in terms of accessibility for students undertaking online study with Kaplan. However, where classroom delivery is required for specific cohorts or activities, accessibility may vary depending on the venue, and reasonable efforts will be made to accommodate student accessibility needs where practicable.

Responsibilities

Recruitment and Admission

- The student recruitment process is bias-free and non-discriminatory. The process is the same for all applicants and is based solely on the applicant meeting published entry criteria, and the availability of places.
- Applicants will be provided with adequate information and appropriate advice to enable them to select the most suitable course for their needs, including any prerequisite requirements and the level of support they may expect.
- Kaplan provides information and guidance to assist students in determining whether a course is suitable for their needs and within their capacity to complete.
- Any special needs of students will be identified at the enrolment stage or, if that is not feasible, as early as possible after the commencement of the course.
- Kaplan will provide students with timely and compassionate responses to their queries about additional learning support and adjustments.
- Recruitment, admission and student support practices are periodically reviewed to identify and address any unintended barriers affecting participation by identified equity groups.

Learning and Assessment

- Assessment tasks and processes will be adapted where possible to meet diverse needs, without compromising integrity.
- Students will be encouraged to disclose and provide evidence of any needs early and be consulted about adjustments.
- Curriculum and subject development will incorporate principles of inclusive design.

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Reasonable Adjustment

- Kaplan takes reasonable steps to enable students with a disability to apply for and participate in programs on the same basis as others. Kaplan will review all requests for reasonable adjustments by consulting with the students about their disability.
- Adjustments may include modified assessments, adaptive technologies, extended timeframes, etc.
- Kaplan will document eligibility, decisions, communications, and implementation plans.
- Specific student needs may be identified by the student or Kaplan staff at any time during the enrolment or learning and assessment process. If needs are identified, students will be consulted regarding their study obligations, assessment requirements and the options available, including any necessary adjustments to the online learning environment, course material, third party support and assessment completion.
- Students can apply for reasonable adjustment using the form available on the Kaplan website. Further information can be found in the *Reasonable Adjustment Policy.*

Monitoring and Review

- Participation, progress and course completion of equity groups will be monitored and reported. Findings from this monitoring will be considered in the review of admissions practices, student support initiatives, curriculum design and teaching strategies to identify opportunities for improvement and address barriers to participation and progression.

Policy Access and Staff Awareness

- This policy is made accessible to students through multiple channels, including the Kaplan website and enrolment documentation.
- Student-facing staff are made aware of this policy during onboarding and through ongoing professional development to assist them in upholding its principles and supporting students effectively.

Reporting, Complaints and Appeals

If a student has a concern related to equity or inclusion, they are encouraged to contact relevant student support staff in the first instance. Any formal complaint or appeal regarding the implementation of this policy will be managed in accordance with the *Grievances, Complaints and Appeals Policy*.

Relevant Legislation

As a registered education provider, Kaplan operates under legislation and regulations. Policies and procedures are in place to support compliance with the legislative instruments referenced below.

- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Fair Work Act 2009
- Higher Education Standards Framework (Threshold Standards) 2021
- National Code of Practice for Providers of Education and Training to Overseas Students (2018)
- Privacy Act 1988
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Standards for RTOs 2025
- Work Health and Safety Act 2011

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- Workplace Gender Equality Act 2012

Related Policies

This policy should be read in conjunction with the following Kaplan policies and documents:

- Admissions Policy
- Assessment Policy
- Course and Subject Development and Review Policy
- Grievances, Complaints and Appeals Policy
- Health and Safety Policy
- Privacy Policy
- Reasonable Adjustment Policy
- Support for Student Policy
- Teaching and Learning Principles – Kaplan Professional

Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to support compliance with this Policy.

Policy Category	Student Support
Responsible Officers	Business Unit Executive
Implementation Officers	General Managers, Head of Student Experience
Review Date	June 2029
Approved by	
Policy Committee	

Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Head of Compliance and Governance	New Policy replacing KP RTO Equity Policy	31.10.2025	03.11.2025
1.1	Quality, Regulations and Standards	Replaces KBS and KHE Diversity, Equity and Inclusion policy. Updated to reflect broader application and context.	30.06.2026	02.07.2026