

STU30 STUDENT DIVERSITY AND EQUITY POLICY AND PROCEDURE

Department	Student Services
Approval Authority	Board of Directors
Responsible Officer	Student Services Manager
Effective Date for use	1 October 2026
Date of next review	September 2029 (3 years from approval date)

1. Purpose

This Policy and Procedure outlines TITAN HIGHER EDUCATION's (TITAN/THE's) commitment to providing a learning environment that values and affirms equal opportunity, diversity and inclusivity in accordance with universal principles of equity, fairness and social justice.

Additionally ensuring that TITAN meets its obligations in accordance with Standard 2.2 (Diversity and Equity) of the *Higher Education Standards Framework (Threshold Standards) 2021, as amended*, and the relevant legislation at both Commonwealth and State level.

The Policy and Procedure has been developed to ensure that the services provided by TITAN are founded on principles of diversity and equity.

2. Scope

This Policy and Procedure applies to:

- all prospective and current students of TITAN; and
- all teaching and learning activities, including events on and off-campus, conferences, religious celebrations, and any associated online presence and engagement.

3. Policy Principles

- 3.1 The Board of Directors has ultimate responsibility for ensuring TITAN promotes and maintains a diverse, equitable, inclusive and culturally safe learning environment through effective governance, oversight and continuous improvement.
- 3.2 TITAN is committed to providing equitable access to learning and employment opportunities as well as equitable learning and employment outcomes for all students irrespective of their personal characteristics or attributes.
- 3.3 TITAN supports inclusion in all aspects of the TITAN community.
- 3.4 TITAN recognises that its commitment to student diversity and equity needs to underpin all of its governance, educational and operational practices.
- 3.5 TITAN will strive to enhance the representation of under-represented diversity groups in its student cohorts through supportive strategies and programs which recognise the needs of these individuals and initiate pro-active strategies to ensure they have equivalent opportunities for academic success.

- 3.6 TITAN has zero tolerance of discrimination, bullying, harassment, victimisation and vilification on its campuses and will take all reasonable steps and actions to ensure that all members of the TITAN community are treated fairly and with dignity and respect.
- 3.7 TITAN does not discriminate against people on the basis of protected attributes (refer to the ***Glossary of Terms***), either in the recruitment of students or the implementation of its policies, procedures, processes and activities.
- 3.8 In some circumstances TITAN may take special measures that lawfully discriminate between groups of individuals in order to provide substantive equality of opportunity for members of a group with a particular attribute.

4. Policy Statements

4.1 TITAN will:

- foster a culture which values and responds to the rich diversity of its community;
- provide an inclusive and flexible learning, teaching and working environment for students by identifying and removing any remaining systemic barriers to equitable access to learning activities;
- ensure that students and staff are aware of their rights and responsibilities, including the provision of full information to prospective students about course requirements and support services;
- use non-discriminatory, inclusive language and practices in all curriculum and communication channels;
- develop proactive plans and programs to increase access to and promote success in learning for designated under-represented groups in order to overcome disadvantage, including specific consideration of Aboriginal and Torres Strait Islander peoples;
- monitor participation, progress and completion by designated under-represented groups to inform admission policies and improvement of teaching, learning and support strategies;
- ensure that all students have fair and equitable access to benefits and services in an equitable manner;
- educate the TITAN community on the goals and philosophy of equal opportunity, equity and social justice including provision of training and professional development opportunities;
- develop and promote processes that support the systematic implementation, monitoring, reporting and management of equal opportunity, and eliminate bullying and unlawful direct and indirect discrimination and harassment;
- provide effective mechanisms to resolve complaints of unlawful discrimination, bullying, harassment, vilification and victimisation; and
- create a culture of support for students affected directly and indirectly by domestic and family violence.

4.2 TITAN recognises and endeavours to provide specific support for the following groups:

- Aboriginal and Torres Strait Islander and First Nations peoples;
- people from lower socio-economic backgrounds;
- people with disability;
- people from remote, rural or isolated areas;
- people who are the first in their family to attend a higher education institution;
- people from non-English speaking backgrounds;
- international students;
- women, especially in areas of study where they have been under-represented.

5. Procedures

5.1 General Principles

- 5.1.1 TITAN will ensure that all decisions relating to admission, enrolment, teaching, assessment, student support, employment and participation are made fairly, consistently, transparently and without unlawful discrimination.
- 5.1.2 All staff must actively promote an inclusive, respectful and culturally safe learning environment that supports diversity and equitable participation, including culturally safe practices for First Nations students.
- 5.1.3 Students are entitled to equal access to educational opportunities, facilities, learning resources, support services and institutional activities regardless of protected attributes or personal circumstances.
- 5.1.4 Reasonable adjustments will be provided wherever required to enable equitable participation, provided such adjustments do not compromise inherent requirements, learning outcomes or academic integrity.
- 5.1.5 Equity initiatives may include lawful special measures intended to improve participation and success for under-represented groups and will be implemented in accordance with applicable legislation.

5.2 Equity in Student Recruitment and Admissions

- 5.2.1 Admission policies and procedures shall be applied consistently and without unlawful discrimination.
- 5.2.2 Information provided to prospective students shall:
 - accurately describe course requirements;
 - clearly identify inherent requirements;
 - explain available support services;
 - identify available reasonable adjustments;
 - outline complaint and review mechanisms.
- 5.2.3 Marketing and recruitment activities shall promote inclusive participation and avoid language or practices that may disadvantage particular groups.
- 5.2.4 TITAN will monitor participation of equity groups and develop initiatives to improve access for under-represented cohorts.
- 5.2.5 Staff involved in admissions must complete training on inherent requirements, reasonable adjustments and equitable decision-making.

5.3 Identification of Student Support Needs

- 5.3.1 Students may disclose disability, medical conditions, caring responsibilities, family violence, cultural obligations or other circumstances affecting participation at any stage of their studies.
- 5.3.2 Disclosure shall be voluntary except where required by law or necessary to manage health and safety risks.
- 5.3.3 Students will be advised that disclosure enables TITAN to consider reasonable adjustments and support services.

5.3.4 Personal information shall be collected, stored and managed in accordance with privacy legislation and the ***Privacy Policy and Procedure***.

5.3.5 Disclosure will not adversely affect a student's enrolment, academic standing or visa status.

5.3.6 Students may disclose through Student Services, academic staff, online forms or other approved channels.

5.4 Reasonable Adjustments

5.4.1 Requests for reasonable adjustment shall normally be made to Student Services together with appropriate supporting documentation.

5.4.2 Where appropriate, TITAN may request independent professional evidence to determine appropriate adjustments.

5.4.3 Adjustments may include, but are not limited to:

- modified assessment arrangements;
- assistive technologies;
- accessible learning materials;
- alternative assessment arrangements;
- timetable flexibility;
- learning support;
- classroom accessibility;
- placement modifications where appropriate.

5.4.4 Each request shall be individually assessed considering:

- the student's needs;
- course learning outcomes;
- inherent requirements;
- academic integrity;
- health and safety obligations;
- reasonableness of the adjustment.

5.4.5 Students shall receive written notification of approved adjustments.

5.4.6 Adjustment plans shall be reviewed periodically or whenever circumstances change.

5.4.7 Requests shall be acknowledged within five (5) business days and decisions communicated within fifteen (15) business days wherever practicable.

5.4.8 Academic staff must implement approved adjustments as documented.

5.4.9 Placement adjustments must consider host organisation requirements and safety obligations.

5.5 Inclusive Learning Environment

5.5.1 Academic staff shall design and deliver learning activities that promote inclusive participation and minimise unnecessary barriers.

5.5.2 TITAN will promote diversity and inclusion through events, awareness campaigns and activities that celebrate the diversity of its student community.

5.5.3 Teaching staff shall use inclusive language and culturally respectful teaching practices.

5.5.4 Learning materials shall be periodically reviewed for accessibility and cultural appropriateness.

5.6 Student Wellbeing and Safety

5.6.1 TITAN shall maintain systems to identify students who may require additional academic, welfare or wellbeing support, including early intervention mechanisms.

5.6.2 Students experiencing circumstances that affect their participation shall be referred to appropriate internal or external support services.

5.6.3 Support may include:

- counselling;
- disability support;
- academic skills;
- financial assistance referrals;
- crisis support;
- family and domestic violence support;
- cultural support;
- First Nations support;
- international student support.

5.6.4 Staff who identify students at risk shall refer the student in accordance with the ***Student Support Policy and Procedure*** and document the referral.

5.6.5 Immediate risks to health or safety shall be managed under the ***Critical Incident Policy and Procedure***.

5.6.6 Mandatory reporting obligations must be followed where applicable.

5.7 Prevention of Discrimination, Harassment and Bullying

5.7.1 All staff and students share responsibility for maintaining a respectful and inclusive environment.

5.7.2 Behaviour that constitutes discrimination, harassment, sexual harassment, sexual assault, bullying, vilification or victimisation will not be tolerated.

5.7.3 Staff must take reasonable action where inappropriate behaviour is observed or reported.

5.7.4 Students shall be informed of reporting options, available support services and complaint processes.

5.7.5 Victimisation of any person making or assisting with a complaint is prohibited.

5.8 Equity Monitoring and Student Success

5.8.1 TITAN shall monitor participation, progression, retention, completion and student success across identified equity cohorts, including Aboriginal and Torres Strait Islander people, and First Nations people.

5.8.2 TITAN has targeted strategies to support participation, retention, success and graduate outcomes for Aboriginal and Torres Strait Islander people, and First Nations people, (refer to Appendix).

5.8.3 Data may include:

- admissions;
- enrolments;
- academic progression;
- attrition;
- completion;
- student satisfaction;
- complaints;
- support service utilisation.

5.8.4 Where inequitable outcomes are identified, TITAN shall develop targeted improvement strategies.

5.8.5 The effectiveness of equity initiatives shall be reviewed annually.

5.8.6 Risk mitigation plans shall be developed where equity risks are identified.

5.9 Staff Education and Responsibilities

5.9.1 All staff shall receive induction regarding:

- diversity;
- equity;
- cultural safety;
- disability inclusion;
- respectful behaviours; and
- anti-discrimination obligations.

5.9.2 Professional development shall be provided annually to ensure ongoing legislative compliance and inclusive practice capability.

5.9.3 Managers shall ensure staff understand their responsibilities under this Policy and Procedure.

5.9.4 All staff are required, as part of their onboarding process, to complete the Diversity and Equity training module available on the Staff Hub.

- Records of all completed training modules will be maintained in a register managed by Student Support and overseen by the Registrar.
- All training modules must be completed in full, with staff achieving 100% completion.

5.10 Complaints

5.10.1 Complaints relating to discrimination, harassment, bullying, victimisation or equity issues shall be managed in accordance with the ***Grievances Policy and Procedure***.

5.10.2 Complaints made knowingly that are false, malicious, or with intent to cause harm may constitute misconduct and be managed under the ***Student Non-Academic Conduct and Misconduct Policy and Procedure***.

5.10.3 Complaints shall be handled confidentially, investigated fairly, resolved promptly and documented appropriately.

5.10.4 Support shall be available to all parties throughout the process.

5.10.5 Students shall not be disadvantaged for making a complaint in good faith.

5.10.6 Students shall be informed of internal and external review options, including the relevant Ombudsman.

5.11 Records Management

5.11.1 Records relating to reasonable adjustments, equity initiatives and complaints shall be securely maintained in accordance with legislative requirements.

5.11.2 Access to sensitive information shall be restricted to authorised personnel using role-based access controls and access logs.

5.11.3 Records shall be retained in accordance with TITAN's ***Records and Data Management Policy and Procedure*** and applicable legislation.

5.12 Monitoring, Reporting and Continuous Improvement

5.12.1 Significant diversity and equity risks, trends and systemic issues will be reported to the Board of Directors through established governance reporting channels.

5.12.2 The Academic Board shall receive regular reports regarding:

- equity participation;
- student success outcomes;
- reasonable adjustment requests;
- complaints;
- identified risks;
- improvement initiatives.

5.12.3 The Executive shall monitor institutional performance against regulatory requirements.

5.12.4 This Policy and Procedure shall be reviewed at least every three (3) years, or earlier where legislative or regulatory changes occur.

5.12.5 Continuous improvement activities shall be informed by:

- student feedback;
- staff feedback;
- complaints;
- institutional data;
- external benchmarking;
- regulatory guidance;
- legislative changes;
- outcomes of internal audits.

5.12.6 Reports may also be provided to the Board of Directors where required under governance arrangements.

6. Roles and Responsibilities

6.1 Board of Directors are responsible for:

- ensuring TITAN complies with all applicable legislative and regulatory obligations relating to diversity, equity, inclusion and non-discrimination;
- establishing an institutional culture that promotes equality, fairness, respect and inclusion;
- approving and overseeing this Policy and Procedure and monitoring institutional performance through governance reporting;
- ensuring appropriate resources are available to support equitable participation and student success;

- monitoring institutional risks associated with discrimination, harassment, victimisation and inequitable practices; and
- receiving assurance that continuous improvement activities address diversity and equity outcomes.

6.2 Chief Executive Officer is responsible for:

- providing strategic leadership to foster an inclusive organisational culture;
- ensuring adequate resources are available to implement this Policy and Procedure;
- promoting compliance with legislative and regulatory obligations;
- ensuring TITAN policies and practices support equitable access, participation and success;
- ensuring significant diversity and equity risks are appropriately managed; and
- reporting significant compliance issues to the Board of Directors where appropriate.

6.3 Academic Board is responsible for:

- providing academic oversight of diversity and equity within learning, teaching and assessment;
- ensuring academic policies and procedures support equitable student participation and success;
- monitoring student outcomes to identify disparities affecting equity groups;
- recommending improvements to academic practices where inequitable outcomes are identified;
- overseeing reasonable adjustments within academic programs while maintaining academic standards; and
- monitoring compliance with the Higher Education Standards Framework.

6.4 Executive Management is responsible for:

- implementing this Policy and Procedure across all organisational areas;
- ensuring managers understand and fulfil their diversity and equity obligations;
- embedding diversity and inclusion into strategic planning, risk management and operational activities;
- monitoring institutional performance against diversity objectives;
- supporting staff capability through training and professional development; and
- ensuring appropriate reporting and continuous improvement activities are undertaken.

6.5 Academic Staff are responsible for:

- creating inclusive learning environments that support student engagement;
- designing curriculum, teaching and assessment practices that promote equitable participation;
- providing reasonable academic adjustments in accordance with approved procedures;
- recognising and responding appropriately to students requiring additional support;
- treating all students fairly, respectfully and without discrimination;
- maintaining confidentiality when managing sensitive student information; and
- participating in diversity and inclusion training modules, and professional development as required.

6.6 Professional Staff are responsible for:

- delivering services fairly, consistently and respectfully;
- providing accessible administrative and student support services;
- referring students to appropriate support services where required;
- maintaining confidentiality of personal information;
- reporting incidents of discrimination, harassment or victimisation;
- participating in diversity and inclusion training modules; and
- supporting continuous improvement initiatives relating to diversity and equity.

6.7 Student Services are responsible for:

- coordinating reasonable adjustments and accessibility support;
- facilitating access to wellbeing, counselling and learning support services;
- assisting students experiencing barriers to participation;
- maintaining confidential records relating to support arrangements;
- providing information regarding student rights and responsibilities;
- participating in diversity and inclusion training modules;
- maintain the register of all completed training modules; and
- monitoring utilisation and effectiveness of student support services.

6.8 Registrar is responsible for:

- overseeing the records of all completed training modules are maintained in a register (managed by Student Support).

6.9 Human Resources is responsible for:

- implementing equitable recruitment, selection and employment practices;
- supporting workplace diversity initiatives;
- coordinating staff diversity and inclusion training;
- managing complaints relating to workplace discrimination and harassment;
- monitoring workforce diversity indicators where appropriate; and
- ensuring employment practices comply with relevant legislation.

6.10 Students are responsible for:

- treating fellow students, staff and visitors with dignity, courtesy and respect;
- contributing to an inclusive and respectful learning environment;
- complying with this policy and procedure and related institutional policies and procedures;
- reporting discrimination, harassment, bullying or victimisation;
- cooperating with investigations where requested; and
- respecting the rights, diversity and cultural backgrounds of others.

6.11 All staff, contractors and visitors are responsible for:

- complying with this Policy and Procedure;
- always behaving respectfully and professionally;
- refraining from discrimination, harassment, bullying, victimisation and vilification;
- supporting equitable participation and inclusion;
- completing mandatory diversity and inclusion training where required;
- reporting suspected breaches of this policy and procedure; and
- cooperating with investigations and resolution processes.

6.12 The Quality and Compliance Manager is responsible for:

- monitoring compliance with applicable legislation and regulatory standards;
- reviewing diversity and equity data to identify trends and improvement opportunities;
- supporting policy review and continuous improvement activities;
- coordinating institutional reporting relating to diversity, equity and inclusion;
- monitoring implementation of corrective actions arising from complaints, audits and reviews; and
- ensuring this policy and procedure remains aligned with legislative and regulatory changes.

7. Definitions

Definitions for key terms are presented in the Glossary of Terms which may be accessed on the TITAN website.

8. Relevant Legislation, Guides, and/or Websites

8.1 Legislation:

- [Age Discrimination Act 2004](#) (accessed July 2026)
- [Australian Human Rights Commission Act 1986](#) (accessed July 2026)
- [Disability Discrimination Act 1992](#) (accessed July 2026)
- [Disability Standards for Education 2005](#) (accessed July 2026)
- [Education Services for Overseas Students Act 2000](#) (accessed July 2026)
- [Equal Opportunity Act 1984 \(South Australia\)](#) (accessed July 2026)
- [Higher Education Standards Framework \(Threshold Standards\) 2021](#), as amended, (accessed July 2026)
- [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (accessed July 2026)
- [Racial Discrimination Act 1975](#) (accessed July 2026)
- [Sex Discrimination Act 1984](#) (accessed July 2026)
- [Tertiary Education and Quality Standards Agency Act 2011](#) (accessed July 2026)
- [Workplace Gender Equality Act 2012](#) (accessed July 2026)

8.2 Guides:

- TEQSA Guidance Note: [Diversity and Equity](#) (accessed July 2026)

9. Related TITAN Documents

- Aboriginal and Torres Strait Islander Participation Policy and Procedure
- Academic Freedom Policy and Procedure
- Academic Progress Policy and Procedure
- Admissions Policy and Procedure
- Assessment Policy and Procedure
- Course Design Policy and Procedure
- Enrolment Policy and Procedure
- Health, Safety and Wellbeing Policy and Procedure
- Human Resources Framework
- Quality Assurance Policy and Procedure
- Sexual Harassment and Gender-Based Violence Prevention and Response Policy and Procedure
- Grievances Policy and Procedure
- Student Disability Policy and Procedure
- Student Non-Academic Conduct and Misconduct Policy and Procedure
- Student Orientation and Transition Policy and Procedure

- Work-Integrated Learning (WIL) Policy and Procedure

10. Version Control

Combined Policy and Procedure Version Control		
Version #	Date of Change	Change Summary
2026.1	July 2026 Approved BoD 23.09.2026	Policy and Procedure Documents were combined into one complete document. Layout of the document updated, more information added into each section. Added links to relevant legislation and websites. Document has been recoded and irrelevant information removed.

Original Policy Version Control		
Version #	Date of Change	Change Summary
1.0	15-Apr-20	Draft approved by Board of Directors (BoD) 1 May 2020
1.1	24-July-20	Administrative updates
1.2	10-Oct-23	Administrative updates following TEQSA registration
Original Procedure Version Control		
Version #	Date of Change	Change Summary
1.0	15-Apr-20	Draft approved by Board of Directors (BoD) 1 May 2020
1.1	24-July-20	Administrative updates
1.2	4-Nov-21	Addition of Schedule 1 approved by BoD 10-Dec-21
1.3	5-Oct-23	Administrative updates following TEQSA registration

Warning –

- Document uncontrolled when printed! The current version of this document is maintained on the TITAN website.

APPENDIX

TITAN HIGHER EDUCATION working with Aboriginal and Torres Strait Islander people, and First Nations People

1. Purpose

- 1.1. TITAN HIGHER EDUCATION (TITAN/THE) is committed to fostering meaningful engagement with Aboriginal and Torres Strait Islander, and First Nations people, as well as supporting equitable access, participation, retention, success and graduate outcomes for identified equity cohorts, including Aboriginal and Torres Strait Islander, and First Nations people.
- 1.2. TITAN has targeted strategies to support participation, retention, success and graduate outcomes for Aboriginal and Torres Strait Islander, and First Nations people.
- 1.3. This Appendix outlines TITAN's principles, commitments and aspirations for working collaboratively with Aboriginal and Torres Strait Islander, and First Nations communities to create a culturally safe, inclusive and supportive higher education environment.

2. Overview

- 2.1. TITAN acknowledges the Traditional Custodians of the lands on which it operates and pays respect to Elders past and present. TITAN recognises the enduring cultural, spiritual and educational contributions of Aboriginal and Torres Strait Islander, and First Nations people.
- 2.2. TITAN is committed to improving educational outcomes for Aboriginal and Torres Strait Islander, and First Nations people across the entire student lifecycle, including:
 - recruitment and outreach;
 - admissions and enrolment;
 - orientation and transition;
 - academic and wellbeing support;
 - student retention and success;
 - graduate employability and career outcomes.
- 2.3. To support continuous improvement, TITAN will establish and monitor appropriate indicators and benchmarks relating to Aboriginal and Torres Strait Islander student participation, retention, progression, completion and graduate outcomes, and where possible compare these outcomes against available state and national data.
- 2.4. TITAN is committed to working in partnership with Aboriginal and Torres Strait Islander, and First Nations peoples through engagement, advocacy, scholarship, community relationships and institutional governance. Activities and initiatives will be developed collaboratively with relevant stakeholders wherever possible.

3. Engagement and Partnership Approach

- 3.1. TITAN recognises that meaningful outcomes are achieved through listening, learning and genuine partnership. Accordingly, TITAN will engage with Aboriginal and Torres Strait Islander, and First Nations communities, organisations, educators and leaders to better understand community aspirations and educational needs.
- 3.2. TITAN will seek opportunities to:
 - establish relationships with Aboriginal and Torres Strait Islander, and First Nations communities and organisations;
 - engage with Aboriginal and Torres Strait Islander, and First Nations professionals and staff across the higher education sector;
 - learn from successful initiatives and examples of best practice within Australian Higher Education;

- explore partnerships that support educational pathways into higher education and employment.
- TITAN acknowledges that there is no single approach that meets the needs of all communities. Accordingly, initiatives will be developed through consultation, collaboration and ongoing evaluation to ensure they remain relevant and responsive.

4. Guiding Principles

4.1. TITAN will be guided by the following principles:

- 4.1.1. Meaningful engagement with Aboriginal and Torres Strait Islander, and First Nations people, creates mutual benefits for students, communities and the institution.
- 4.1.2. Aboriginal and Torres Strait Islander, and First Nations knowledges, perspectives and experiences enrich learning, teaching, research and community engagement.
- 4.1.3. Strong partnerships with local stakeholders provide the most effective means of understanding community needs and achieving positive educational outcomes.
- 4.1.4. Collaboration and shared decision-making are essential to developing sustainable and culturally appropriate initiatives.
- 4.1.5. Equity of educational opportunity and outcomes is a key objective, and TITAN will work towards improving participation, retention, completion and graduate success outcomes for Aboriginal and Torres Strait Islander, and First Nations students.
- 4.1.6. Cultural safety, respect and inclusion should be embedded across all aspects of institutional practice.

4.2. TITAN is committed to developing policies, practices and systems that make these principles practical, measurable and sustainable.

5. Informing Practice

5.1. To support continuous improvement, TITAN will draw on available evidence, sector guidance and examples of good practice, including but not limited to:

- 5.1.1. [National Aboriginal and Torres Strait Islander Education Corporation](#) (NATSIEC) (accessed July 2026).
- 5.1.2. [Australian Indigenous Mentoring Experience](#) (AIME) (accessed July 2026).
- 5.1.3. Universities Australia reports, strategies and sector guidance relating to Indigenous Higher Education.
- 5.1.4. Relevant initiatives, frameworks and examples of good practice from Australian Higher Education providers and community organisations.

5.2. TITAN will use these and other resources to inform its approach while ensuring that local community priorities remain central to decision-making.

6. Measuring Success

- 6.1. TITAN recognises that success should be informed by the aspirations of Aboriginal and Torres Strait Islander, and First Nations communities. Where possible, TITAN will work with stakeholders to identify priorities and develop shared objectives that guide future activities and initiatives.
- 6.2. As TITAN's engagement and partnerships mature, a formal statement of aspirations and priorities may be developed in consultation with relevant stakeholders to guide institutional planning and continuous improvement.

6.3. Indicators of success may include:

- increased participation of Aboriginal and Torres Strait Islander, and First Nations students in TITAN programs,
- improved student retention, progression, completion and graduate employment outcomes,
- enhanced access to support services and student success initiatives,
- increased inclusion of Aboriginal and Torres Strait Islander, and First Nations perspectives and knowledges within learning and teaching activities,
- strengthened partnerships with communities, organisations and educational institutions,
- positive contributions towards reconciliation, cultural understanding and community engagement.

6.4. TITAN will periodically review initiatives undertaken under this Appendix and use outcomes data, stakeholder feedback and sector benchmarking to inform future planning and continuous improvement.