



## EQUITY AND DIVERSITY POLICY

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<b>Policy Category</b>	Academic		
<b>Governing Authority</b>	Teaching and Learning Committee		
<b>Responsible Officer</b>	Head of School		
<b>Related Documents</b>	Equity and Diversity Procedure Higher Education Standards Framework (Threshold Standards) 2021 (TEQSA Act 2011)		

\* Unless otherwise indicated, this Policy will still apply beyond the review date.

### Document Control

Version #	Date	Key changes
1.0	30/01/2018	Approved by Academic Board
1.1	15/03/2021	Updated to include reference to HES Framework 2021

## 1. PURPOSE

1.1 The Equity and Diversity Policy specifies the principles and framework for Adelaide Institute of Higher Education (AIHE) to ensure equivalent opportunities for student academic success regardless of students' backgrounds.

## 2. SCOPE

2.1 The Equity and Diversity Policy applies to students and potential students of AIHE.

## 3. POLICY STATEMENT

3.1 AIHE recognises, values and promotes the diversity of its student community as a positive feature of our teaching and learning environment.

3.2 AIHE is committed to meeting the learning and support needs of all our students, so that as far as possible all students have equal opportunities for academic success. AIHE policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and disadvantage experienced by identified groups.

## 4. PRINCIPLES

4.1 AIHE recognises the six groups of under-represented students that have been specifically identified in Australian higher education policy<sup>1</sup>, namely:

- students from a non-English speaking background (NESB);
- students with disability;
- women in non-traditional areas of study (WINTA);
- Aboriginal and Torres Strait Islander students;
- low socio-economic status (LSES) students; and
- students from regional and remote areas,

as well as students who are the first in their family to attend a higher education institution.

4.2 AIHE is committed to providing small, innovative, friendly learning environments where all students can truly engage in active and inquiry based learning. AIHE delivers specialised programs and services that cater to students' needs.

4.3 AIHE's approach to increasing the access, retention and success rates of under-represented students includes:

- reaching prospective students with potential (outreach),
- helping them to connect with higher education (facilitating access),
- assisting the learning experiences and providing the support once the students commence (developing experience), ultimately improving the retention and completion rates of those students; and
- evaluating the effectiveness of equity programs in achieving their goals (measuring outcomes).

4.4 AIHE will give specific consideration to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander students.

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<sup>1</sup> Refer the discussion paper *A fair chance for all: national and institutional planning for equity in higher education* (Department of Education, Employment and Training, 1990) and *Towards a performance measurement framework for equity in higher education* (Australian Institute of Health and Welfare, 2014)

4.5 Students with identified and/or stated needs are consulted in relation to their study requirements and supported throughout their enrolment to be as successful as they can within the limits of the available resources. Each student's situation will be handled on its individual merits and AIHE will provide reasonable adjustments within the learning environment for students with special needs through a range of services such as, but not limited to: reasonable modifications to assessment, special consideration, and physical access to premises. AIHE will also provide students with information on access to literacy, numeracy and counselling services.

## **5. ROLES AND RESPONSIBILITIES**

5.1 AIHE Council will foster a culture that embraces equity in education and with a particular focus on students from a non-English speaking background, low socio-economic status students and Aboriginal and Torres Strait Islander inclusion.

5.2 Academic Board will:

- ensure AIHE's academic policies and procedures are designed to accommodate student diversity, including the under-representation and disadvantage experienced by identified groups;
- monitor participation, progress and completion by identified student subgroups and facilitate the use of the data and findings to inform admission policies and improvement of teaching, learning and support strategies for those subgroups; and
- report annually to AIHE Council on diversity metrics and AIHE's performance in relation to this Policy.

5.4 AIHE staff will:

- understand the concepts of equity and diversity; and
- support the special needs of students based on diversity grounds, provided that this does not result in unjustifiable hardship for AIHE.

5.5 The Head of School and academic staff will consider requests for reasonable adjustments to a student's teaching and learning environment, and support requests in accordance with the provisions set out in AIHE's academic policies and procedures.

5.6 The General Manager will:

- coordinate the implementation of plans to accommodate the diversity in the backgrounds and characteristics of the AIHE student body;
- consider under-represented groups in targeting and marketing to prospective students; and
- facilitate the collection, recording, monitoring and reporting of student equity data in relation to student participation, progress and completion.

## **6. DEFINITIONS**

6.1 See the AIHE Glossary of Terms for definitions.