



DIVERSITY AND EQUITY POLICY

1. Overview

This policy sets out Crown Institute of Higher Education's ("CIHE") commitment to diversity and equity reflected in the intent of Standard 2.2 of the *Standards for Higher Education*^a. TEQSA's guidance note on Diversity and equity sees the terms as meaning broadly to...

"the creation of equivalent opportunities for access and success in Australian higher education for historically disadvantaged or underrepresented student populations, other groups protected in Equal Opportunity and anti-discrimination legislation, and those covered by the [Higher Education Participation and Partnerships Program](#)."

CIHE values diversity and equity and seeks to embody these values in its staff, students, teaching and learning programs and in its relations with the community.

To achieve this commitment CIHE will

- recognise, encourage and celebrate students from all sections of the society,
- promote fairness, equity and respect for social and cultural diversity,
- provide an inclusive and supportive learning environment for staff and students,
- offer programs that aim to overcome any disadvantage for student and staff equity groups, and
- ensure that staff and students are aware of their rights and responsibilities as members of the CIHE community.

2. Responsibility

CIHE's *Diversity and Equity Policy* is informed by and directly supports Federal and NSW State Legislation*, including:

- Age Discrimination Act 2004 (Cth)
- Australian Human Rights Commission Act 1986 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Workplace Gender Equality Act 2012 (Cth); as well as

^a Higher Education Standards Framework (Threshold Standards) 2021, Department of Education and Training



- State and Territory Anti-Discrimination legislation.

These laws prohibit discrimination and harassment on the basis of:

1. age,
2. breastfeeding,
3. disability,
4. family or carer's responsibilities,
5. marital or relationship status,
6. political conviction,
7. pregnancy or potential pregnancy,
8. race, colour, descent, nationality, ethnic, ethno-religious or national origin,
9. religion,
10. sex, gender or gender identification
11. sexual orientation and preference,
12. transgender or non-binary status,
13. actual or imputed characteristics of any of the attributed lists above and
14. association with a person identified by reference to any of the attributed lists above.

Consistent with the disability Discrimination Act, CIHE will not engage in any of the following measures:

- refusing or failing to accept the person's application for admission as a student;
- denying the student access, or limiting the student's access, to any benefit provided by the educational authority;
- expelling the student;
- subjecting the student to any other detriment; or
- developing curricula or training courses having content that will exclude the person from participation.

Further, the *Disability Standards for Education* impose certain obligations on providers. Providers must take 'reasonable steps' to enable students with disability to apply for and participate in a program on the same basis as other students and make 'reasonable adjustments' to assist a student with a disability to apply for admission or enrolment; to participate in the course or program and to use facilities or services on the same basis as a student without a disability.

The Standards in the HES Framework require that providers develop and implement systems to monitor and use data on the:

- participation
- progress
- completion of identified student subgroups.



15.

CIHE will provide guidance and training on diversity and equity to all students and staff.

3. Putting the policy into practice

CIHE will put this policy into practice through embedding the principles of diversity and equity into relevant policies and procedures as follows:

3.1 Student & staff conduct

Related documents:

- *Student Code of Conduct and Disciplinary Procedures*
- *Staff Handbook*

Through these documents CIHE will

- promote an environment that fosters fairness, respect and equity for staff and students,
- actively discourage discriminatory behaviours or practices, and
- participate in training and learning opportunities to adopt best practice.

3.2 Student selection and admissions

Related document:

- *Student Selection and Admissions Policy and Procedure*

Through this policy CIHE promotes a fair, open and transparent procedure for the recruitment of students.

This policy also provides for special consideration in relation to the recruitment and admission of Aboriginal and Torres Strait Islander peoples.

3.3 Student assessment and progression

Related documents:

- *Student Assessment Policy and Procedure*
- *Student Progression and Exclusion Policy and Procedure*

Through these policies CIHE promotes fair and transparent procedures for student assessment, progression and attainment of awards.

These policies also provide for special consideration for the assessment and progression of Aboriginal and Torres Strait Islander peoples.



3.4 Student grievances and appeals

Related document:

- *Student Grievance Handling Policy and Procedure*

Through this policy CIHE ensures that the views of students making complaints and respondents are respected and not discriminated against nor victimised.

3.5 The learning environment

Related documents:

- *Teaching and Learning Strategy and Plan*
- *Quality Assurance Framework* [section 6.2]

CIHE will ensure that approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.

Physical resources such as buildings will be acquired or renovated to meet the needs of mobility and/or visually impaired students. Learning resources will be acquired to meet the needs of hearing-impaired students. Special consideration procedures will be available to all students, but those with a disability will be case management via the development of individual support plans, so that CIHGE can acquire resources customised to the specific needs of each student.

Data will be collected about participation, progress, and completion by identified student subgroups, analysed, monitored and the findings will be used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups. These subgroups will include as a minimum:

- Aboriginal and Torres Strait Islander 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 university or other higher educational institution
- people from non-English speaking backgrounds
- women, especially in areas of study where they have been under-represented, such as Information Technology

3.6 Staff recruitment



Related document:

- *Staff Recruitment, Induction, Professional Development, Appraisal and Promotion Policy and Procedure*

Through this policy CIHE:

- promotes a fair, open and transparent procedure for the recruitment of staff; and
- provides fair and accessible opportunities for training and promotion for staff.

3.7 Policy and communications generally

When developing or reviewing policies and procedures CIHE will:

- ensure that any new or updated policies and procedures are analysed for any adverse impact on diversity and equity including mitigating actions
- promote the use of inclusive language and avoid discriminatory or exclusive words or phrases in all publications and correspondence.

4. Publication

To publicise and raise awareness of CIHE's *Diversity and Equity Policy* this document will be available on CIHE's website.

5. Version history

Version	Approved by	Approval Date	Details
1.0	Executive Management Committee	27.1.2017	Document creation and initial approval
1.1	Executive Management Committee	4.4.2017	Benchmarked against University of Canberra and Western Sydney University's similar policies. Reference and links to relevant Federal and NSW legislations added.
1.1	Executive Management Committee	31.07.2020	As a part of regular review
2.0	Executive Management Committee	1.03.2023	Revised as per reviewers' feedback

Next review date: 28.02.2026



Document owner: Registrar

*

- a. Racial Discrimination Act 1975
- b. Sex Discrimination Act 1984
- c. Human Rights and Equal Opportunity Act 1986
- d. Disability Discrimination Act 1992
- e. Workplace Gender Equality Act 2012
- f. Disability Standards for Education 2005
- g. Fair Work Act 2009
- h. Anti-Discrimination Act (NSW) 1977