

Student Diversity and Equity Policy

Purpose

1. This Policy outlines GHE'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, and ensures that GHE meets its obligations in accordance with Standard 2.2 (Diversity and Equity) of the *Higher Education Standards Framework (Threshold Standards) 2021* and the relevant legislation at both Commonwealth and State level (see Associated Information section).

Scope

2. This Policy applies to:
 - a) all prospective and current students of GHE;
 - b) all teaching and learning activities, including events on and off-campus, conferences, religious celebrations, and any associated online presence and engagement.
3. GHE recognises that its commitment to student diversity and equity needs to underpin all of its governance, educational and operational practices. Accordingly, there are diversity and equity provisions in all key documents. This Policy outlines GHE's overall commitment to diversity and equity and avenues for managing potential breaches when they occur. The key policies that outline ways in which GHE meets its specific commitments in this area are:
 - a) **Student Disability Policy;**
 - b) **Student Sexual Assault and Sexual Harassment Policy;**
 - c) **Academic Progress Policy;**
 - d) **Admissions Policy;**
 - e) **Enrolment Policy;**
 - f) **Quality Assurance Policy;**
 - g) **Student Wellbeing, Orientation and Support Policy;**
 - h) **Student Conduct Policy;**
 - i) **Student Complaints, Grievances and Appeals Policy.**
4. For relevant provisions in relation to staff see the **Human Resources Framework**.

Definitions

5. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at <https://www.globalhe.edu.au/policy>

Suite documents

6. This Policy is linked to the Student Diversity and Equity Procedure.

Policy

Principles

7. The GHE Board of Directors has ultimate responsibility for assuring a diverse and inclusive environment within GHE through this and related policies and practices.

8. GHE 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. GHE supports inclusion in all aspects of the GHE community.
9. GHE 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.
10. Discrimination in the education of students occurs when a student is denied a benefit or equal opportunity, or treated less favourably than another student, on the grounds of a personal characteristic or attribute such as:
 - a) age;
 - b) breastfeeding;
 - c) carer status;
 - d) family responsibility;
 - e) impairment/disability (past, present or future);
 - f) industrial activity;
 - g) lawful political belief or activity;
 - h) lawful religious belief or activity;
 - i) lawful sexual activity;
 - j) marital status/relationship status;
 - k) parental status;
 - l) physical feature;
 - m) pregnancy or potential pregnancy;
 - n) race, colour, nationality, ethnic or national origin;
 - o) sex;
 - p) sexual orientation/gender identity/intersex status;
 - q) personal association with a person identified by reference to one of the above attributes.
11. GHE 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 GHE community are treated fairly and with dignity and respect.
12. In support of these commitments GHE will:
 - a) foster a culture which values and responds to the rich diversity of its community;
 - b) 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;
 - c) 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;
 - d) use non-discriminatory, inclusive language and practices in all curriculum and communication channels;
 - e) 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;

- f) monitor participation, progress and completion by designated under-represented groups to inform admission policies and improvement of teaching, learning and support strategies;
 - g) ensure that all students have fair and equitable access to benefits and services in an equitable manner;
 - h) educate the GHE community on the goals and philosophy of equal opportunity, equity and social justice including provision of training and professional development opportunities;
 - i) 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;
 - j) provide effective mechanisms to resolve complaints of unlawful discrimination, bullying, harassment, vilification and victimisation;
 - k) create a culture of support for students affected directly and indirectly by domestic and family violence.
13. In some circumstances GHE 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.
14. GHE recognises and endeavours to provide specific support for the following groups:
- a) Aboriginal and Torres Strait Islander peoples;
 - b) people from lower socio-economic backgrounds;
 - c) people with disability;
 - d) people from remote, rural or isolated areas;
 - e) people who are the first in their family to attend a higher education institution;
 - f) people from non-English speaking backgrounds;
 - g) international students;
 - h) women, especially in areas of study where they have been under-represented.

Associated information

Related Internal Documents	<p>Student Diversity and Equity Procedure Academic Freedom Policy Academic Progress Policy Admissions Policy Assessment Policy Course Design Policy Enrolment Policy Human Resources Framework Quality Assurance Policy Student Complaints, Grievances and Appeals Policy Student Disability Policy Student Non-Academic Conduct and Misconduct Policy Student Sexual Assault and Sexual Harassment Policy Student Wellbeing, Orientation and Support Policy Work-Integrated Learning Placement Policy Glossary of Terms</p>
Related Legislation, Standards and Codes	<p><i>Tertiary Education and Quality Standards Agency Act 2011</i> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> <i>TEQSA Guidance Notes: Diversity and Equity, Version 1.2</i> <i>Education Services for Overseas Students Act 2000</i> <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> <i>Racial Discrimination Act 1975 (Cth)</i> <i>Sex Discrimination Act 1984 (Cth)</i> <i>Disability Discrimination Act 1992 (Cth)</i> <i>Disability Standards for Education 2005 (Cth)</i> <i>Australian Human Rights Commission Act 1986 (Cth)</i> <i>Workplace Gender Equality Act 2012 (Cth)</i> <i>Age Discrimination Act 2004 (Cth)</i> <i>Equal Opportunity Act 1984 (SA)</i> <i>Anti-Discrimination Act 1977 (NSW)</i></p>
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Change history

Version Control		Version 1.2
Change Summary	15-Apr-20	V1.0 Draft approved by Board of Directors (BoD) 1 May 2020
	24-July-20	V1.1 Administrative updates
	10-Oct-23	V1.2 administrative updates following TEQSA registration

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