Diversity and Equity Policy

1. Background

Gateway Business College (GBC) acknowledges the diversity of its students and the importance of providing a learning environment in which diversity is expected, identified and supported throughout the delivery of higher education courses. Appropriate and equitable support and opportunities will be provided for all GBC students, especially students from under represented and / or disadvantaged backgrounds such as Aboriginal and Torres Strait Islander peoples and students from lower socio-economic backgrounds. The mechanisms outlined in this policy are intended to ensure that GBC provides equivalent opportunities for academic success and conditions for equity of outcomes for all students.

2. Purpose

This policy articulates GBC's approach to supporting the diversity of its students and providing conditions conducive to equity of outcomes. It unites a range of policy measures, practices and approaches articulated elsewhere to demonstrate that diversity and equity is built into GBC's policy framework. As such, this policy should be read in conjunction with:

- *Academic Language and Learning Support Policy*
- *Admissions Policy*
- *Anti-Discrimination Policy*
- *Disability Support Policy*
- *Indigenous Education Policy*
- *Information to Students Policy*
- *Online Usage Policy*
- *Students at Risk and Unsatisfactory Progress Policy*
- *Student Representation and Feedback Policy*
- *Student Welfare Policy*

3. Scope

This policy applies to GBC staff, current and prospective students, education agents, related third parties, external Board and Committee members.

4. Definitions

Discrimination: Behaviour that may disadvantage one individual or group, or advance another individual or group, due to factors including race or ethnicity, sexual orientation,

gender identity, culture, religious orientation, physical and mental abilities, or other social category.

Diversity: The similarities and differences among individuals and groups of people.

Equity: The creation of opportunities for equal access and success among all students, including under-represented and/or disadvantaged groups such as Aboriginal and Torres Strait Islander peoples and students from lower socio-economic backgrounds.

5. Principles

GBC recognises its legal obligations under the following Australian legislation and regulatory frameworks:
- *Higher Education Standards Framework (HESF) 2021*
- Racial Discrimination Act 1975 (Commonwealth [Cth])
- Sex Discrimination Act 1984 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Australian Human Rights Commission Act 1986 (Cth)
- Workplace Gender Equality Act 2012 (Cth)
- Age Discrimination Act 2004 (Cth)
- Anti-Discrimination Act 1977 (NSW)

As such, GBC is committed to providing a safe, fair and supportive learning environment for all students, to ensure all students have equitable opportunities for academic achievement and success.

GBC carefully plans all operations to accommodate student diversity and create an environment in which diversity is welcomed, valued and supported.

Specific consideration and support will be given to groups of students identified as under-represented and / or disadvantaged. This may include students who:
- have a disability or long-term illness
- have been unduly affected by socio-economic circumstances
- completed secondary school in a regional or isolated area
- identify as women
- identify as part of the LGBTI+ community
- identify as ethnicities and nationalities that are under-represented in the GBC student cohort
- identify as Aboriginal or Torres Strait Islander.

GBC must pay careful attention to the marketing of its higher education courses to prospective students and ensure that prospective students have access to all information relevant to the requirements of GBC higher education courses, facilities and resources.

As per the *Anti-Discrimination Policy,* GBC will not tolerate any form of discrimination against staff, students, or any other personnel.

Diversity and Equity Policy

GBS's commitment to diversity and equity extends to online behavior, and as such the following procedures, where relevant, can be taken to apply to online conduct. For more information see the *Online Usage Policy.*

6. Procedures

6.1 Admissions GBC
will:
- Support diversity in its admissions processes and entry pathways
- Ensure that all prospective students have access to information about the requirements of GBC courses
- Actively support the recruitment and admission of Aboriginal and Torres Strait Islander students
- Ensure that all prospective students have access to information about course requirements, facilities and resources
- Ensure that all applicants have the capacity to fulfill the requirements of the course

See *Admissions Policy* and *Information to Students Policy* for more information.

6.2 Teaching and Learning
Teaching and learning activities will be designed to respond to the diversity of GBC students. This includes:
- Comprehensive transition support measures implemented to ensure a smooth transition for all students, with a focus on under-represented and / or disadvantaged students.
- The establishment of course requirements in a manner that is sensitive to the diversity of the predicted student cohort
- The development of learning support materials and services to cater to the diverse learning needs of the student cohort
- Ongoing academic skills support programs for all students
- Monitoring student progress to ensure all students are supported through early academic intervention support programs
- The use of case studies and material from outside Australia
- Diversity among industry experts and academics that are referred to for curriculum materials, prescribed and recommended texts, and events
- The use of appropriate materials that do not include discriminatory language where possible, and if such material must be used, the discussion of problematic aspects with students
- Sensitivity towards the cultures and knowledge of Aboriginal and Torres Strait Islander peoples.

See *Academic Language and Learning Support Policy* and *Teaching and Learning Policy* for more information.

6.3 Supporting and empowering the student cohort
GBC will support students throughout their course to ensure they have access to equitable opportunities for academic progress, success and course completion.

Diversity and Equity Policy

Planned student support measures include:
- Academic and non-academic student support services that are tailored to each cohort, taking into account its diversity
- Academic and non-academic student support services that can be tailored to the needs of individual students
- Student access to timely and accurate advice about and referrals to external services
- Student access to transition support programs and ongoing academic skills support throughout the duration of their degree.

Furthermore, students will be empowered to stand up for their right to be safe and respected through the following measures:
- All students will be fully informed of their rights
- All students will have full access to GBC policies and procedures and the student Code of Conduct
- All students will be informed of, and have full access to, the student complaints and appeals mechanism through which they are able to report instances of discrimination
- GBC supports and encourages student representation in decision-making and direction-setting.

See the *Academic Language and Learning Support Policy,* the *Students at Risk and Unsatisfactory Progress Policy, Student Welfare Policy,* and *Information to Students Policy, Student Complaints and Appeals Policy, Student Representation and Feedback Policy.*

6.4 Workforce
GBC will implement:
- Fair and unbiased hiring processes
- Periodic staff professional development activities regarding sensitivity and expected behavior at GBC
- Flexible work arrangements include paid parental leave, paid family violence leave, and the allowances of time off for religious practices
- Bullying prevention policy and procedures
- Anti-Discrimination policy and procedures.

See the *Higher Education Workforce Policy, Bullying Prevention Policy,* and the *Academic Staff Supervision and Performance Review Policy.*

6.5 Accessibility
GBC will ensure that students have full accessibility access to course delivery, learning resources, information, facilities, and infrastructure, including online. The campus will be designed with accessibility in mind, and reasonable adjustments will be granted to students where necessary.

Accessibility is embedded in various policies, including the *Disability Support Policy, IT Infrastructure Policy, Library and Information Resources Policy, and Information to Students Policy.*

6.6 Inclusive Language

GBC correspondence, marketing materials, curriculum materials, and other written documents will use inclusive language. Staff will be trained in using appropriate language to avoid instances of exclusion or discrimination.

The GBC guidelines for inclusive language are outlined below. "The audience" here refers to either a group of people or an individual listening to or reading material from GBC or a representative of GBC.

In all cases
- Avoid unnecessary reference to differences.
- Do not make assumptions about the audience.

Culture, race, and ethnicity
- Be specific when talking about other countries and nationalities. E.g. do not refer to "Asia," instead refer to the relevant countries and nations within Asia.
- Do not assume the culture, race, and ethnicity of the audience.

Aboriginal and Torres Strait Islander peoples
- When referring to Aboriginal and Torres Strait Islander peoples, use the terms "Aboriginal and Torres Strait Islanders," "Aboriginal people(s)," and/or "Indigenous Australians."
- Where relevant, use the name of the specific group and nation.
- Do not refer to an **individual** as "Aboriginal and Torres Strait Islander." Torres Strait Islander peoples are culturally and linguistically distinct to Aboriginal peoples.
- Always capitalise "Aboriginal" and "Indigenous."
- If an individual requests the use of specific terms that differ from the above, respect their request.

Gender and sexuality
- Use the pronouns "they" and "them" instead of "she/he" and "her/him"
- Use "partner" instead of "boyfriend /girlfriend/wife/husband"
- Where possible, use gender neutral alternatives to gendered words. E.g. instead of mankind, policeman, and Chairman, say humanity, police officer, and Chairperson.
- Do not describe adult women as "girls" or "ladies"
- Do not assume the gender or sexuality of the audience
- Do not assume the marital status of the audience.

Disability
- Do not use terms that equate a person with a disability. Start sentences or descriptions with "person with…" or "person who…"
- Use accurate language. Avoid euphemisms.
- Refer to accessibility measures as "accessible [ramp / parking lot / bathroom]." Do not refer to these measures as "disabled [ramp / parking lot / bathroom]."
- Do not refer to people with disabilities as victims who are suffering
- Do not praise people with disabilities as "heroes" or "inspirations" for carrying out daily tasks
- If an individual requests the use of specific terms or patterns of language that differ from the above, respect their request.

Socio-economic circumstance
- Do not use derogatory terms that are related to socio-economic circumstances, such as "bogan," "hobo," or "beggar."

6.7 Monitoring

To ensure that GBC meets its commitment to students, it must monitor the participation, progress, and completion rates of under-represented and disadvantaged groups.

The collection of this data not only enables GBC to respond to the needs of specific groups of students, but also highlights areas for improvement that will benefit the entire student cohort.

Particular attention will be paid to the admission, participation, progress, and completion rates of Aboriginal and Torres Strait Islander students.

GBC will only monitor this data with the express permission of students on enrolment.

The results of these monitoring activities will be used to determine and implement improvements to academic and support strategies.

7. Records

Records associated with this policy will be maintained according to the Records Management Policy.

8. Related legislation

- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
- TEQSA Higher Education Standards Framework (Threshold Standards) 2021
- Australian Qualifications Framework (AQF).
- The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018)
- The Higher Education Standards Framework (HESF) 2021
- The Racial Discrimination Act 1975 (Commonwealth [Cth])
- The Sex Discrimination Act 1984 (Cth)
- The Disability Discrimination Act 1992 (Cth)
- The Disability Standards for Education 2005 (Cth)
- The Australian Human Rights Commission Act 1986 (Cth)
- The Workplace Gender Equality Act 2012 (Cth)
- The Age Discrimination Act 2004 (Cth)
- The Anti-Discrimination Act 1977 (NSW)

9. Review

This policy will be reviewed by the Corporate Governance Board every three years, or more frequently should the Board deem it necessary.

Version Control

Document History			
Document Name	Copyright Policy		
Document Code	GGB006		
Document Owner	CEO	**Date Developed**	11.07.2017
Approval	Governing Board	**Date of Approval**	01.03.2017
Related Documents	Academic Integrity Policy Compliance Framework Policy Intellectual Property Policy Research Ethics and Integrity Policy Staff Academic Misconduct Policy Student Academic Misconduct Policy Teaching and Learning Policy		
Version No.	**Summary of Changes**	**Date**	
1.		01.03.2017	
2.	Policy Reviewed and new policy code applied, details of policy related record and Related legislation inserted	23.03.2023	