



## Diversity and Equity Policy

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<b>Approval Reference:</b>	Board Resolution 20230502/05		
<b>Related Policy/Procedure:</b>	<ul style="list-style-type: none"> <li>➤ Aboriginal and Torres Strait Islander Peoples Framework Policy</li> <li>➤ Course Progression and At Risk Student Policy and Procedure</li> <li>➤ HE Admissions Policy and Procedure</li> <li>➤ Monitoring Review and Improvement Procedure</li> <li>➤ Student Support, Welfare and Wellbeing Policy and Procedure</li> <li>➤ Teaching and Learning Policy and Plan</li> </ul>		

# Diversity and Equity Policy

## Purpose

This Policy sets out how Lyons College ensures the recognition and accommodation of student diversity to create equivalent opportunities for academic success regardless of a student's background. Lyons College strives to create a culture that is diverse, inclusive and fair, that celebrates and respects our differences.

This policy is also designed to raise awareness of and support initiatives of the Lyons College. In The Higher Education Standards of Framework 2021, diversity, equity and inclusion, refer broadly to the creation of equivalent opportunities for access, progression and success for historically disadvantaged or underrepresented student populations, other groups protected in equal opportunity and anti-discrimination legislation.

## Scope

This Policy applies to all Lyons College staff and all students.

## Definitions

Diversity – refers to the mix of people within an organisation, including: race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status.

Inclusion – is the process of improving the terms of participation particularly for people who are disadvantaged, including: individuals with disabilities and special education, inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms.

Equity - in education means that personal or social circumstances such as socio-economic background, gender, ethnic origin, or family background, are not obstacles to achieving educational potential (fairness) and that all individuals reach at least a basic minimum level of skills. Indigenous – Aboriginal or Torres Strait Islander origin (or both)

## Policy

Lyons College acknowledges and embraces the diversity of students and staff and understands that different students require various levels of support and assistance. Lyons College will provide support to students to assist them in achieving success in their academic endeavours as outlined in the *Student Support, Welfare and Wellbeing Policy* and the *Course Progression and At Risk Student Policy*.

This Policy is centred around ensuring that any student, regardless of socioeconomic, educational, religious or cultural backgrounds, and regardless of having a mental or physical condition or disability, are afforded the same opportunity to succeed in their academic endeavours.

The key principles of this Policy are:

1. All students will be treated equally, regardless of their background;
2. Ensure student recruitment, admission requirements (Section 1.1), advice to prospective and enrolled students (Section 7.2) and transition support (Section 1.3) are consistent with this policy and Higher Education Standards Framework HESF (2021)
3. Every student will be afforded the opportunity to succeed with their academic endeavours;
4. Where a student has been identified as requiring it, reasonable adjustments will be made to provide them the best opportunity to succeed with their academic endeavours;
5. People of Aboriginal and Torres Strait Island background will be encouraged to apply for admission and may be provided special consideration under the *Aboriginal and Torres Strait Islander Peoples Framework Policy*;
6. Ensure students have access to learning support services consistent with the requirements of their course and mode of study, and with the learning needs of individual students and student cohorts ;
7. Invest in the physical, mental and emotional wellbeing of our staff and students through ongoing education around inclusion and diversity initiatives, ensuring our policies and processes support and encourage equal opportunity for all individuals and create a culture of inclusion and
8. Policies, Procedures, pedagogy, teaching methods, support strategies and other mechanisms for the promotion of equity amongst student cohorts will undergo continuous improvement.

Lyons College will achieve these principles by:

- Having an *Admissions Policy and Procedure* that reflects that special consideration that is given to applicants from underrepresented or disadvantaged backgrounds, including people of Aboriginal and Torres Strait Islander background;
- Having a *Teaching and Learning Policy and Plan* that takes into account any requirements and adjustments that students from underrepresented or disadvantaged backgrounds might need;
- Having a *Course Progression and At Risk Student Policy and Procedure* and *Student Support, Welfare and Wellbeing Policy and Procedure* that ensure students identified as coming from underrepresented or disadvantaged backgrounds are given the opportunity to succeed in their academic endeavours; and
- Monitoring and reporting of student participation, progression, retention, attrition, and completion for cohort subgroups identified as coming from under-represented or

disadvantaged backgrounds, with findings and recommendations made to improve outcomes.

#### Related Legislation

- Age Discrimination Act 2004 (Cth) <https://www.legislation.gov.au/Details/C2019C00022>
- Australian Human Rights Commission Act 1986 (Cth) <https://www.legislation.gov.au/Details/C2019C00030>
- Disability Discrimination Act 1992 (Cth) <https://www.legislation.gov.au/Details/C2018C00125>
- Fair Work Act 2009 (Cth) <https://www.legislation.gov.au/Details/C2023C00072>
- Racial Discrimination Act 1975 (Cth) <https://www.legislation.gov.au/Details/C2016C00089>
- Sex Discrimination Act 1984 (Cth) <https://www.legislation.gov.au/Details/C2018C00499>
- Work Health and Safety Act 2011 (Cth) <https://www.legislation.gov.au/Details/C2017C00305>
- Workplace Gender Equality Act 2012 (Cth) <https://www.legislation.gov.au/Details/C2016C00895>
- Privacy Act 1988 (Cth) <https://www.legislation.gov.au/Details/C2019C00025>
- Disability Standards for Education 2005 <https://www.legislation.gov.au/Details/F2005L00767>
- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) <https://www.legislation.gov.au/Details/C2017C00271>
- Higher Education Standards Framework (Threshold Standards) 2015 <https://www.legislation.gov.au/Details/F2015L01639>
- Education Services for Overseas Students Act 2000 (ESOS Act 2000) <https://www.legislation.gov.au/Details/C2017C00292>
- Education Services for Overseas Students Regulations 2001 <https://www.legislation.gov.au/Details/F2016C00681>
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 <https://www.legislation.gov.au/Details/F2017L01182>

Version	Date	Resolution	Comments
V1.0	04/12/2018	20180412/03	Initial policy created
V1.2	21/08/2019	20190821/9	Policy reviewed, no major changes.
V2	02/05/2023	20230502/05	Expand policy purpose and principles; include definitions and related legislation