

# Equity and Diversity Policy

RSY-ACAD-PY-v1.0 Equity and Diversity Policy

### Document History

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### Distribution List

To: All RCDC Staff  
All RCDC Students  
All Associate Colleges, College Directors

Cc: Chair, Council

**Table of Contents**

1 Purpose ..... 4

2 Scope..... 4

3 Definition of Terms ..... 4

4 Policy Principles ..... 4

5 Policy Details ..... 4

6 Supporting and Related Documents ..... 5

7 References ..... 5

## 1 Purpose

This Policy articulates and supports the commitment of the Raffles College of Design and Commerce (RCDC) to providing all current and prospective students with conditions of access to and participation in higher education based on equal opportunity and academic freedom.

This Policy has been developed to ensure that the education services provided by RCDC are founded on principles of equity and access, and to proactively affirm a learning environment which is free from discrimination, harassment, and victimisation.

## 2 Scope

This Policy applies to all students and staff at RCDC.

## 3 Definition of Terms

**Access and equity** refers to policies, procedures and practices which seek to ensure that individuals can participate and achieve equally, and that there is no impediment due to their age, race, colour, ancestry, religion, national origin, gender, sexual orientation, marital status, veteran status or physical or intellectual disability.

**Discrimination** is the act of treating a person less favourably on the basis of any of the above factors.

## 4 Policy Principles

The key principles informing this Policy are:

- that RCDC welcomes diversity and does not discriminate against people on the basis of age, race, colour, religion, ancestry, national origin, age, gender, sexual orientation, marital status, veteran status or physical or intellectual disability, either in the recruitment of students or the implementation of its policies, procedures and activities;
- that under this Policy, sexual harassment is a prohibited aspect of sexual discrimination;
- that RCDC is committed to providing equal opportunity and promoting inclusive practices and processes for all students within the limits of its resources; and
- that the principles of access and equity are integrated in RCDC's policies and procedures for all students.

## 5 Policy Details

RCDC adheres to the principles set out under the *Disability Discrimination Act 1992 (Cth)* and the *Disability Standards for Education (2005)* formulated under that Act. It is also bound by other state and federal legislation relating to other forms of discrimination, including age, sex, and race. These principles are applied in the development and implementation of all learning and assessment strategies and the process in which students are supported in their enrolment and progression. The following procedures are therefore adopted:

- 5.1 The student recruitment and admission process is bias-free and non-discriminatory. Admission to courses and programs is based solely on the applicant meeting published entry criteria and the availability of places.

- 5.2 Wherever possible, RCDC will seek to address and mitigate the under-representation and/or disadvantage experienced by identified groups. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.
- 5.3 Students with identified and/or stated needs are consulted in relation to their study requirements and supported throughout their enrolment.
- 5.4 The curriculum and course design is flexible and is inclusive of a range of student needs and avoids non-inclusive and discriminatory language and examples.
- 5.5 The assessment process is fair, valid, reliable and consistent in relation to entry, recognition and progression through the subject or course. All students are provided with adequate information on course and subject assessment, prior to enrolment in the course. Students have the right to appeal an assessment or recognition decision in accordance with the RCDC's Student Grievance and Appeal Policy and Procedure.
- 5.6 RCDC provides reasonable accommodation within the learning environment for students with special needs through a range of services such as, but not limited to: reasonable adjustment, special consideration, physical access to premises. The Institute also provides students with information on access to literacy, numeracy and counselling services.
- 5.7 Grievances and appeals are addressed through an appropriate structure in a fair and equitable manner.
- 5.8 Adaptive technology is investigated, developed and made available where possible.
- 5.9 RCDC ensures that all of its staff, employees, and contractors have access to the information and support needed to prevent and, should it occur, deal with discrimination, unwanted sexual advances, harassment, bullying, victimization, and vilification.

## 6 Supporting and Related Documents

- Harassment, Bullying and Discrimination Prevention Policy and Prevention
- Admissions Policy

## 7 References

Legislation pertaining to this Policy includes:

- Disability Standards for Education (2005)
- Disability Discrimination Act 1992
- Human Rights and Equal Opportunity Commission Act 1986
- Age Discrimination Act 2004
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- States/Territories: Each State and Territory has relevant Acts that relate to discrimination, disability and/or equal opportunity.

In addition, this Policy complies with Higher Education Standards Framework Standard 2.2 (Diversity and Equity), which specifies that:

“Institutional policies, practices and 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.”, and “Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.”

