

Diversity and Equity Policy		
Code: E2.04	Area: Non-Academic E	
Policy Owner: Executive Management Group	Version #: 2.0	Date: 11 May 2022
Policy Developer/Reviewer: QAM	Review date: 11 May 2025	

VERSION HISTORY

Version	Updated by	Approval Date	Details
1.0	EMG	06 May 2018	New document
1.1	EMG	14 Jan 2020	Merged with the Fair Treatment and Equal Benefits and Opportunities Procedures, expanded Scope to apply to staff
1.2	PRG	14 May 2020	Clarified monitoring responsibilities and the availability of Support Plans for Medical or Disability Reasons as per the Student Academic Support Policy and Procedure.
1.3	EMG	17 Feb 2021	Clarification of disadvantaged group monitoring, annual ATSI workshop now expressly required.
2.0	EMG	11 May 2022	Policy comprehensively revised.

PURPOSE AND SCOPE

The aim of this policy is to:

- Outline the Sydney Institute of Traditional Chinese Medicine's (SITCM) commitment to diversity and equity towards all students and prospective students.
- Provide a framework to ensure SITCM is guided by the principles of diversity, non-discrimination, and equivalent opportunity.
- Outline how SITCM will monitor the participation, progress and completion of disadvantaged groups.

This policy applies to all staff, students, prospective staff and prospective students at SITCM.

1 OVERVIEW

The Sydney Institute of Traditional Chinese Medicine (SITCM) is committed to the principles of equity and diversity, and provides a learning and working environment that is free from discrimination and where all students and staff are treated equally and with dignity, courtesy and respect. These principles will be integrated and applied throughout SITCM via policies, procedures and general operations.

This policy has been informed by relevant legislation, including the *Higher Education Standards Framework (Threshold Standards) 2021*, *Racial Discrimination Act 1975*, *Sex Discrimination Act 1984*, *Australian Human Rights Commission Act 1986*, *Age Discrimination Act 2004*, *Workplace Gender Equality Act 2012*, *Anti-Discrimination Act 1977*, *Disability Discrimination Act 1992*, *Disability Standards in Education (2005)*, *Students with Disabilities:*

Code of Practice for Australian Tertiary Institutions (1998), and the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities (2011).

2 POLICY

2.1 GENERAL

- 1) SITCM is committed to fostering diversity and equity in all aspects of its operations.
- 2) SITCM does not condone or engage in any form of unlawful discrimination, including but not limited to discrimination based on:
 - a. Age.
 - b. Race.
 - c. Culture.
 - d. Religion.
 - e. Gender.
 - f. Sexual orientation.
 - g. Marital status.
 - h. Physical and/or intellectual disability.
- 3) SITCM is committed to providing equivalent opportunities to all stakeholders.
 - a. This commitment applies to all aspects of SITCM operations, including but not limited to staff recruitment, student admissions, student participation and student completions.
 - b. SITCM's commitment to equivalent opportunities does not:
 - i. Contravene SITCM's obligation to support free intellectual inquiry and freedom of expression.
 - ii. Guarantee equivalent outcomes.
 - c. Equivalent opportunity does not mean treating everyone in the same way: special measures may be needed to improve opportunities for disadvantaged groups as outlined in Section 2.2 (Disadvantaged Groups) below.
- 4) SITCM staff are bound by the Staff Code of Conduct, which prohibits all forms of discrimination.
 - a. The Staff Code of Conduct is located within the *Staff Manual*, which SITCM provides to prospective staff with their offers of employment.
 - b. Breach of the Staff Code of Conduct results in consequences outlined in the *Staff Misconduct Policy and Procedure*.
- 5) SITCM students are bound by the Student Code of Conduct, which prohibits all forms of discrimination.
 - a. The Student Code of Conduct is located within the *Student Manual*, which SITCM provides to prospective students with their offers of enrolment.
 - b. Breach of the Student Code of Conduct results in consequences outlined in the *Non-Academic Misconduct Policy and Procedure*.
- 6) All SITCM policies and procedures are applied to stakeholders in a transparent, equitable and consistent manner.
 - a. Policies and procedures that apply to prospective staff or students are available on the SITCM website.
 - b. Staff policies and procedures are available on SITCM's Moodle learning management system, which all staff have access to.
 - i. Key staff policies and procedures are also summarised in the *Staff Manual*.

- c. Student policies and procedures are available on SITCM's Moodle learning management system, which all students have access to.
 - i. Key student policies and procedures are also summarised in the *Student Manual*.

2.2 DISADVANTAGED GROUPS

- 1) SITCM recognises the following groups as disadvantaged:
 - d. Aboriginal and Torres Strait Islander Peoples.
 - e. People with disabilities.
 - f. People who experienced educational disadvantage at schooling.
 - g. People from lower socio-economic backgrounds.
 - h. People from remote, rural or isolated areas.
- 2) When assessing disadvantaged groups, SITCM takes guidance from the Universities Admissions Centre (UAC)'s Educational Access Scheme.
- 3) The *Governance Charter* states that the Executive Management Group is responsible for supporting the participation of disadvantaged groups, including Aboriginal and Torres Strait Islander peoples.
- 4) Section 3.1 (Monitoring Students from Disadvantaged Groups) outlines how members of the Executive Management Group support the participation of disadvantaged groups.

2.2.1 FIRST NATIONS PEOPLES (ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES)

- 1) First Nations Peoples are among the most disadvantaged groups in Australia.
- 2) SITCM takes the following actions to ensure the campus environment is culturally safe and welcoming to First Nations People:
 - a. An SITCM Student Support Officer holds a formal qualification in Aboriginal and Torres Strait Islander cultural competence.
 - b. Posters welcoming First Nations Peoples are displayed around the SITCM Campus.
 - c. An Acknowledgement of Country is provided at:
 - i. The beginning of every student orientation, by the Registrar.
 - ii. The beginning of every Week 1 class, by the relevant teaching staff member.
 - iii. The beginning of every governance body meeting, by the relevant Chair.
 - iv. The bottom of every page of the SITCM website.
 - v. The bottom of every email sent by anyone representing SITCM.
 - d. The Student Staff Consultative Committee includes a First Nations Representative position, as per Section 2.3.3(4) of the *Stakeholder Feedback Policy and Procedure*.
 - e. At least once a year, SITCM arranges for a First Nations representative to deliver a seminar on cultural safety for First Nations peoples.
 - i. Attendance is free for all SITCM students and teaching staff.
 - ii. Attendance is mandatory for all students enrolled in PRI104 Communication in Health, which is designed to be completed in Semester 1 of Year 1 of the Bachelor of Traditional Chinese Medicine course.
- 3) SITCM takes the following actions to provide equivalent academic opportunities for First Nations Peoples:
 - a. Offering them an alternative admissions pathway, as per Section 2.1.3(2)(f) of the *Student Admissions Policy and Procedure*.

- b. Closely monitoring their academic performance and arranging any necessary support for them to successfully complete their studies, as per Section 3 (Procedure) of this policy and Section 2.4(4) of the *Student Progression Policy and Procedure*.
- 4) SITCM takes the following actions to ensure input from Australia's First Nations Peoples into the design, implementation and quality of its Higher Education courses:
 - a. At least one representative of First Nations communities must be a member of the Academic Board, the Course Advisory Committee and/or the Teaching and Learning Committee, as stipulated in the *Governance Charter*.

2.2.2 PEOPLE WITH DISABILITIES

- 1) Under Section 22 of the *Disability Discrimination Act 1992*, education providers must not discriminate, directly or indirectly, against a person on the grounds of a disability by:
 - a. Refusing or failing to accept the person's application for admission as a student.
 - b. Denying the student access, or limiting the student's access, to any benefit provided by the educational authority.
 - c. Expelling the student.
 - d. Subjecting the student to any other detriment.
 - e. Developing curricula or training courses having content that will exclude the person from participation.
- 2) In accordance with the *Disability Standards in Education*, SITCM will:
 - a. Take reasonable steps to enable students with disability to apply for and participate in a program on the same basis as other students.
 - b. 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.
- 3) Academic staff can assist the participation of students with disabilities by:
 - a. Offering, at their first lecture, to speak privately with any students with disabilities who may require assistance.
 - b. Contacting the Student Support Officer or Academic Support Officer for advice on the requirements of students with disabilities.
 - c. Ensuring their classes are designed and taught in an inclusive manner.
 - d. Reading Appendix 6 (Disability Guidelines for Academic Staff Preparing Units of Study) of the *Staff Manual*.
- 4) Students with a disability or medical condition that impacts their studies are eligible to be on a *Support Plan for Medical or Disability Reasons*, as per the *Student Academic Support Policy and Procedure*.

3 PROCEDURE

3.1 MONITORING STUDENTS FROM DISADVANTAGED GROUPS

- 1) A student is identified as being from a disadvantaged group, either:
 - a. By the Registrar during admission, in which case the Registrar notifies the Dean; or
 - b. By any SITCM staff member after admission, in which case the staff member notifies the Dean.
- 2) The Dean organises a meeting with the student to discuss support options and offer support as necessary.

- a. The Academic Support Officer and/or Student Support Officer may also attend this meeting.
- 3) The Dean directs the Administration Office to monitor the progress of the student as they complete their assessments for each unit, and to notify the Dean of any matters of concern as they arise.
- 4) The Dean takes all necessary action to ensure that the student is adequately supported, including directing an Academic Support Officer and/or Student Support Officer to provide support services as needed.
 - a. If the student is at risk of failing, they will be put on an *Academic Support Plan* in accordance with the *Student Academic Support Policy and Procedure*.
- 5) The Registrar and Academic Support Officer develop an annual *Disadvantaged Groups Report* for presentation to the Executive Management Group, who approves it for submission to the Board of Directors.
 - a. The Board of Directors considers the implementation of each recommendation contained within the report.

4 RELATED POLICY AND OTHER DOCUMENTATION

- 1) Higher Education Standards Framework (Threshold Standards) 2015 (Cth).
- 2) Racial Discrimination Act 1975 (Cth).
- 3) Sex Discrimination Act 1984 (Cth).
- 4) Australian Human Rights Commission Act 1986 (Cth).
- 5) Age Discrimination Act 2004 (Cth).
- 6) Workplace Gender Equality Act 2012 (Cth).
- 7) Anti-Discrimination Act 1977 (NSW).
- 8) Disability Discrimination Act 1992 (Cth).
- 9) Disability Standards in Education (2005).
- 10) Students with Disabilities: Code of Practice for Australian Tertiary Institutions (1998).
- 11) National Best Practice Framework for Indigenous Cultural Competency in Australian Universities (2011).
- 12) Staff Manual.
- 13) Staff Misconduct Policy and Procedure.
- 14) Student Manual.
- 15) Non-Academic Misconduct Policy and Procedure.
- 16) Disadvantaged Groups Report.
- 17) Stakeholder Feedback Policy and Procedure.
- 18) Student Admissions Policy and Procedure.
- 19) Student Progression Policy and Procedure.
- 20) Governance Charter.
- 21) Student Academic Support Policy and Procedure.
- 22) Support Plan for Medical or Disability Reasons.
- 23) Academic Support Plan.