

DIVERSITY, FAIR TREATMENT AND EQUAL OPPORTUNITIES POLICY

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Contents

1.0	Purpose.....	2
2.0	Scope	2
3.0	Objectives	2
4.0	Procedure	3
4.1	Responsibilities	3
4.2	Equivalent Opportunities for Transition.....	4
4.2.1	Scholarships.....	4
4.2.2	Orientation	4
4.2.3	Course Design and Assessment	4
4.2.4	Learning Environment	4
4.3	Equivalent Opportunities for Progression	5
4.3.1	Reasonable Adjustment of Learning	5
4.3.1.1	Assessment of Applications	5
4.3.1.2	Adjustments.....	5
4.3.2	Individual Support Plans	5
4.3.3	Course Design and Assessment	5
4.3.4	Learning Materials.....	6
4.3.5	Continuous Improvement of Equivalent Opportunities.....	6

4.3.6	Learning Management System (LMS).....	7
4.3.7	Student Support Services	7
5.0	Complaints and Appeals	7
6.0	Definitions	7
7.0	Related Documents:	7
8.0	Related Legislation	8
9.0	Accountabilities	9

1.0 Purpose

The purpose of this policy is to promote the principles of diversity, fair treatment and equal opportunity for students, staff and the community at the Engineering Institute of Technology (EIT) and in accordance with relevant legislation.

It also provides a framework for reasonable adjustments to learning to support the participation of students with a disability, mental health condition or other disorder that may affect their learning. EIT fully encourages and supports diversity practices, but it should be noted that the language of instruction of EIT is English.

2.0 Scope

This policy extends to all-accredited and non-accredited training activities at EIT and the associated EIT staff and students (potential, current and past).

3.0 Objectives

EIT recognises diversity and is committed to providing fair treatment, an inclusive environment, equitable access and opportunities to students and staff. It expects that all students and staff will treat others with fairness and without discrimination.

EIT:

- 3.1** Ensures that students and staff are treated with respect and not discriminated against on the basis of gender, age, ethnicity, race, marital status, sexual preference, disability or religion.
- 3.2** Recognises and respects diversity of background and language of all students including Aboriginal and Torres Strait Islander, international and domestic students.
- 3.3** Provides support for students to assist their studies.
- 3.4** Ensures that admission processes respect diversity and are transparent and applied in an equitable manner.
- 3.5** Provides reasonable adjustment of resources and learning to support people with a disability where the disability has been disclosed.
- 3.6** Provides equal opportunity for women and all people in the workplace to promote diversity.
- 3.7** Keeps confidential all information provided with regard to disclosures relating to disability or other requests for support or reasonable adjustment to learning.

- 3.8** Provides all students with equivalent opportunities for successful transition into and progression through its courses, irrespective of their educational background, entry pathway, place of study or mode of delivery.
- 3.9** Requires all people engaged in EIT-related activities to ensure their conduct complies with the principles of equal opportunity outlined in this Policy and in accordance with EIT's related policies, procedures, and the relevant legislation.
- 3.10** Aims to provide an inclusive environment for all people by identifying and eliminating, where possible, systemic barriers to equitable access and participation.
- 3.11** Uses non-discriminatory, inclusive language in its corporate documents.
- 3.12** Will be pro-active in developing strategies, frameworks and courses to successfully increase access and encourage success for designated under-represented groups to overcome disadvantage.
- 3.13** Seeks to ensure that all people engaged in EIT-related activities will be provided with equitable access to available opportunities.
- 3.14** Develops monitoring and reporting processes that support the systematic implementation and management of equal opportunity objectives and strategies.
- 3.15** Adopts effective procedures and processes to resolve complaints of unlawful discrimination.

4.0 Procedure

4.1 Responsibilities

EIT ensures that:

- a. Appropriate resources for student support are provided to support students from diverse backgrounds and encourage an inclusive environment
- b. Staff are assisted by student support services in courses where there are diverse cultural and linguistic backgrounds
- c. Diverse cultural and linguistic backgrounds are targeted in the dissemination of information regarding EIT's courses and recruitment processes to encourage diversity and to provide fair opportunity
- d. Admissions processes encourage participation from people with diverse backgrounds and all students get an equal chance in admissions irrespective of their race, ethnic and cultural background
- e. Reporting and monitoring of access, participation, retention and completion rates from various backgrounds occurs and is acted upon to promote diversity and equity.

Students are responsible for:

- a. Acting in accordance with the purpose and objectives in this policy
- b. Seeking assistance if learning resources need to be adjusted
- c. Making use of the available support and resources provided by EIT.

Staff are responsible for:

- a. Acting in accordance with the purpose and objectives in this policy
- b. Monitoring and identifying students who need support
- c. Advising students of the support available through Student Support Services.

The Student Support Policy and Procedure provides details of support available.

4.2 Equivalent Opportunities for Transition

4.2.1 Scholarships

EIT may offer scholarships to under-represented groups.

4.2.2 Orientation

Students attend compulsory workshops in learning resources, assessment expectations, academic study skills, researching, referencing, writing and personal support skills during Orientation week.

4.2.3 Course Design and Assessment

The first semester of study is designed to enhance collaborative learning opportunities through the units undertaken by all students. Base level knowledge for these units has been considered and incorporated into unit design and learning materials. Terminology and vocabulary is clarified in the first lessons, and learning materials are delivered through a range of media including text, images, charts, animations, videos and presentations.

Assessments for first semester units are designed, where possible, as iterative assessments that build on each other, in order to scaffold learning for students. Formative assessment or low weight summative assessment tasks are also used at this introductory stage. Assessments are designed to be relevant and authentic and therefore engaging and are aligned with learning outcomes.

4.2.4 Learning Environment

Physical and digital learning environments are accessible, inclusive and safe. Accessible toilets, lecture rooms, tutorial rooms, workshops, labs, study and social spaces are provided. Accessible learning and library resources are available online and on-campus.

4.3 Equivalent Opportunities for Progression

4.3.1 Reasonable Adjustment of Learning

4.3.1.1 Assessment of Applications

The Higher Education Manager (Student Support) or VET College Manager is responsible for determining reasonable adjustment of learning requests and considering the interests of all parties who may be affected. The Higher Education Manager (Student Support) or VET College Manager should ensure that they consider:

- a. The circumstances of the student/s and consults with them throughout their studies
- b. The extent of the adjustment and if it still allows the student to achieve the learning outcomes for the unit and course
- c. Professional requirements for the course and whether they can still be met
- d. Whether the proposed adjustment would adversely affect any other parties
- e. The costs associated with the adjustment and the benefits
- f. Whether expert advice is needed to make the adjustment or to make the decision.

Students should make an application for reasonable adjustment of learning prior to enrolment, or as soon as the circumstances are known.

The Higher Education Manager (Student Support) or VET College Manager should provide their decision to the applicant within 10 business days of receiving the application.

4.3.1.2 Adjustments

The types of adjustments that may be made could include, but are not limited to:

- a. Extensions to assessment or examination due dates or timeframes
- b. Alternative arrangements for assessment
- c. Alternative modes of delivery and resources
- d. Access to an assistant
- e. Adaptation to equipment or facilities.

4.3.2 Individual Support Plans

Student progress is monitored and individual support plans are available to students who have failed an assessment, have not met attendance requirements or otherwise been classed as 'at risk' and require individual support. Refer to the Assessment, Moderation and Progress Policy and Procedure, and the Student at Risk Policy and Procedure for further details.

4.3.3 Course Design and Assessment

Course design and learning materials are designed to encourage engagement through relevant assessments that are written in plain English, with accurate, unambiguous and

detailed instructions. Course learning objectives and outcomes are clearly stated and mapped to assessment rubrics.

Assessments are designed so that students can demonstrate their learning through a variety of tasks, including essays, presentations, reflections, reports, quizzes and exams and through individual and group work. Exams are conducted in minimal distraction environments.

4.3.4 Learning Materials

In accordance with Web Content Accessibility Guidelines version 2.0, the following equivalent opportunities are in place:

- a. Course learning materials are offered in a variety of media formats, including text, images, videos and hands-on materials to accommodate varied learning styles and modes.
- b. Accessibility has been considered in the preparation of course documents and learning materials, including the use of plain English, a sans serif font, left-aligned text, sufficient colour contrast and consistent heading styles to organise sections.
- c. Learning materials are available anywhere, anytime via the cloud-based LMS, which is accessible from any web-based device.
- d. In most cases, prescribed and recommended reading lists are provided for each unit of study. Students may be required to purchase textbooks for some units. Where this is required EIT will support the student by providing weblinks to the publisher's website for the required textbook(s). All readings will be available through the online and on-campus libraries.

4.3.5 Continuous Improvement of Equivalent Opportunities

In order to continue to improve upon providing equivalent opportunities for students in the future, EIT will consider implementing the following, where feasible.

4.3.5.1 Immediate Opportunities:

- a. PowerPoint slide templates that conform to accessibility guidelines
- b. Faculty training and professional development in implementing accessibility and promoting a diverse and inclusive learning environment that supports equal opportunity
- c. Faculty training and professional development in principles of Universal Design for Learning (UDL)
- d. Peer mentoring
- e. Accessibility questions in student surveys.

4.3.5.2 For Future Consideration

- a. Closed captioning on lectures and video material
- b. Alternative text for images in lectures and presentations

- c. Audio transcripts of lectures and video material.

4.3.6 Learning Management System (LMS)

EIT uses a LMS, which conforms to accessibility standards Level A and Level AA of the Web Content Accessibility Guidelines version 2.0 and is compatible with assistive technologies. Students can adjust content to their own learning needs, as the LMS works with screen readers, and supports screen magnification and browser-provided zoom functionality. The LMS is accessible via keyboard and touch devices, and provides an easy-to-use interface for users with cognitive or learning disabilities.

The LMS has a roll call attendance feature that allows attendance to be taken and calculated as another assignment in the grade book. This feature assists in monitoring students' attendance and what materials they may have missed if they were absent. The LMS also has features for quizzes and exams, that enable staff to give students extra time on a student by student basis and to give students extra attempts on a quiz or exam. Staff are also able to monitor how long a student takes on a quiz or exam to assist in determining if a 1-1 learning support consultation is required.

4.3.7 Student Support Services

Student support services are available to all students requiring support for academic, general or personal issues.

5.0 Complaints and Appeals

Students or staff who have been found to breach this policy may be subject to disciplinary action under the Student Code of Conduct or the Staff Code of Conduct.

If a student is not satisfied with a decision related to this policy, they may seek an appeal as outlined in the Student Complaints, Grievance and Appeals Policy.

If a staff member is not satisfied with a decision related to this policy, they may seek an appeal as outlined in the Staff Grievance Policy.

Under section 32 of the *Disability Discrimination Act (1992)* (DDA) it is unlawful for a person to contravene a Disability Standard. An aggrieved person or someone on their behalf can make a complaint to the Australian Human Rights Commission (AHRC) about non-compliance with the DDA. This includes complaints about non-compliance with a Disability Standard. If conciliation by the AHRC is unsuccessful, an aggrieved person may commence legal proceedings in the Federal Court or Federal Magistrates Court.

6.0 Definitions

Please refer to the EIT Glossary that can be found [here](#) for definitions.

7.0 Related Documents:

- Admissions Policy (HE and VET versions)
- EIT Ethics Statement.DS
- Freedom of Speech and Academic Freedom Policy.DS

- Recruitment, Selection, Appointment and Induction Policy
- Recruitment, Selection, Appointment and Induction Procedure
- Research Code of Conduct.HE
- Student Complaints, Grievances and Appeals Policy (HE and VET versions)
- Student Complaints, Grievances and Appeals Policy Procedure (HE and VET versions)
- Student Support Policy.DS
- Student Support Procedure.DS
- Student Code of Conduct.DS
- Staff Code of Conduct.DS
- Staff Grievance Policy.DS
- Staff Grievance Procedure.DS
- Safety and Security Policy – Students.DS
- Sexual Assault and Sexual Harassment Policy.DS
- VET Student Loans Policy.VET
- Workplace Health and Safety Policy.DS

8.0 Related Legislation

- [Age Discrimination Act 2004 \(Cwth.\)](#)
- [Australian Human Rights Commission Act 1986 \(Cwth.\)](#)
- [Copyright Act 1968 \(Cwth.\)](#)
- [Disability Discrimination Act 1992 \(Cwth.\)](#)
- [Disability Services Act 1986 \(WA\)](#)
- [Disability Standards for Education 2005 \(Cwth.\)](#)
- [Education Services for Overseas Students Act 2000 \(Cwth.\)](#)
- [Equal Opportunity Act 1984 \(WA\)](#)
- [*Equal Opportunity for Women in the Workplace Act \(1999\) \(Cwth.\)](#)
- [Fair Trading Act 2010 \(WA\)](#)
- [Fair Work Act 2009 \(Cwth.\)](#)
- [Higher Education Standards Framework \(Threshold Standards\) 2021 \(Cwth.\)](#)
- [Privacy Act 1988 \(Cwth\)](#)
- [Public-Interest Disclosure Act 2003 \(WA\)](#)
- [Racial Discrimination Act 1975 \(Cwth.\)](#)
- [Sex Discrimination Act 1984 \(Cwth.\)](#)
- [Standards for Registered Training Organisations \(RTOs\) 2015 \(Cwth.\)](#)
- [Tertiary Education Quality and Standards Agency Act 2011 \(Cwth.\)](#)
- [VET Student Loan Act 2016 \(Cwth.\)](#)
- [VET Student Loan Rules 2016 \(Cwth.\)](#)
- [Vocational Education and Training Act 1996 \(WA\)](#)

- [Work Health and Safety Act 2020 \(WA\)](#)
- [Workplace Gender Equality Act 2012 \(Cwth\)](#)

**Under the Equal Opportunity for Women in the Workplace Act, 1999, only organisations of 100 employees or more are required to demonstrate that they have a program for women employees.*

9.0 Accountabilities

The Dean has responsibility under this Policy for endorsing strategies, frameworks and plans that promote equal opportunity and enhance an inclusive, non-discriminatory environment.

All members of EIT's Community have a responsibility to work individually and collectively to achieve a work and study environment in which equal opportunity is fostered. This will assist EIT to achieve equal opportunity in employment and education.

Managers and supervisors have the responsibility to communicate the policy to employees and ensure it is followed.

The Governance Board is responsible for review and approval of this policy with input from the Academic Board.

The policy is to be implemented via induction and training of staff and distribution to students and EIT's community via the website and other publications.