

Access, Diversity, Equity & Inclusion Policy

Policy Owner	College Director & Principal
Contact Officer:	Student Counsellor /Academic Director
Policy Number:	QHRPO020
Approved by:	College Leadership Team
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Next Review:	
Related Policies	<p>Access Diversity and Inclusion Process Complaints Policy Curtin Disability Access & Inclusion Plan (DAIP) 2017-2020 Enrolment Policy Personal Emergency Evacuation Plan Student Wellbeing Counseling and Support Policy</p> <p>Legislation related to this policy:</p> <ul style="list-style-type: none"> • Disability Discrimination Act (1992) • Disability Standards for Education 2005 • Disability Services Act 1993 (WA), • Equal Opportunity Act 1984 • Higher Education Standards Framework (Threshold Standards) 2015 • Privacy Act 1988 • The National Code (specifically standard 6)

1. Overview

- 1.1. Curtin College has a legal and a moral obligation to provide equal opportunity in employment and a workplace/learning environment free from discrimination and harassment. The success of the College’s equal opportunity and diversity approach depends on the cooperation of the whole College community.
- 1.2. All staff and students are accountable for ensuring that their own behaviours comply with College’s commitments and relevant Federal, State and Territory legislation.
- 1.3. The Policy covers the support provided to staff and students who experience a disability; medical condition; psychosocial or other demonstrable factors that may affect their health; safety; or wellbeing which impact access to working and/or learning environment. Curtin College aims to provide reasonable adjustment and appropriate support to all students to reach their full potential and meet their academic goals in order to prepare them for progression to Curtin University and beyond.

2. Organisational Scope

- 2.1. The College is committed to equal opportunity and diversity in education and employment and Curtin College seeks the engagement and support of the College community in this important area.
- 2.2. This policy provides the framework to ensure that the College is guided by the principles of equal opportunity, respect and inclusion and complies with the spirit and intent of Federal, State and Territory legislation.
- 2.3. All members of the College community have a responsibility to contribute to the achievement of an equitable working and learning environment and this policy applies to all members of the College community including staff, students, contractors, visitors or individuals engaged in official relations with the College.
- 2.4. This policy applies to all current and prospective students who experience a disability; medical condition; psychosocial or other demonstrable factors that may affect their health; safety; or wellbeing which impact access to an equitable learning environment.

Access, Diversity, Equity & Inclusion Policy

3. Definitions

3.1. **Disability**, as outlined in the “Disability Discrimination Act 1992”, or as defined by the Disability Services Act of Australia 1988 means:

- Total or partial loss of the person's bodily or mental functions.
- Total or partial loss of part of the body.
- The presence in the body of organisms causing disease or illness.
- The presence in the body of organisms capable of causing disease or illness.
- The malfunction, malformation or disfigurement of a part of the person's body.
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction.
- A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

- Presently exists.
- Previously existed but no longer exists.
- May exist in the future;
- Is imputed to a person

and results in:

- A reduced ability to access educational services provided by the College; and
- A need for support services to overcome these barriers.

3.2 **Reasonable Adjustment** - a measure or action taken to enable a student with a disability to participate in education and training on the same basis as other students at Curtin College, the measures are as per Enrolment Policy.

3.3 Personal Emergency Evacuation Plan (PEEP) - An 'escape plan' for individuals who may not be able to reach an ultimate place of safety unaided or within a satisfactory period of time in the event of any emergency. A PEEP may be necessary due to impairments or other circumstances eg. Short term injury (broken leg), temporary medical condition.

3.3 **Professional Assessment** – A form completed by a Professional Clinician providing advice and/or recommendations regarding treatment and management plan in relation to their client's study.

3.4 **The College** – Curtin College.

4. Policy Principles

4.1. The College is committed to ensuring the integration of the principles of equal opportunity for all staff and students in College policies, procedures, decisions and operations. College activities are underpinned by the following principles:

- 4.1.1. all members of Curtin College have the right to be treated fairly and equitably;
- 4.1.2. there is equitable access to education for students and equitable access to conditions and benefits of employment for all staff;
- 4.1.3. all members of College are entitled to a work and study environment that is free from unlawful discrimination, harassment, vilification, bullying or other adverse and inappropriate behaviours;
- 4.1.4. diversity is respected and appreciated as contributing to the richness of the teaching learning environment;
- 4.1.5. an inclusive and flexible environment, including the implementation of reasonable adjustments when required, provides the best outcomes for the varied needs of the diverse College community;
- 4.1.6. equal opportunity does not mean treating everyone in the same way and that reasonable adjustment(s) may be needed to improve employment and educational opportunities for people from groups including: women, Aboriginal and Torres Strait Islander people, people with a disability and people from culturally and linguistically diverse backgrounds; and

Access, Diversity, Equity & Inclusion Policy

- 4.1.7. staff and students have the right to raise complaints in good faith under the relevant College complaints procedure without fear of retaliation or victimisation.

4.2. Aboriginal and Torres Strait Islander Students and Staff

- 4.2.1. Curtin College acknowledges the Wadjuk people of the Nyungar Nation who are the traditional owners of the land on which the campus is located. Curtin College respects and acknowledges the traditional and continuing spiritual relationship, cultural heritage practices and beliefs that form Kura, yeye, boorda (the past, present and future).

Curtin College will:

- a. Respect and acknowledge the Traditional Owners of the land on which the College is situated;
 - b. Respect and protect the rights of its Aboriginal and Torres Strait Islander students and staff;
 - c. Promote a fair and inclusive educational and work environment for Aboriginal and Torres Strait Islander employees and students.
 - d. Recognise the importance of Aboriginal and Torres Strait Islander employees and students participating in cultural or ceremonial business.
 - e. Work towards a non-binding goal of Indigenous staff representing 2% of total staff, and Indigenous students representing 2% of total students.
- 4.3. Curtin College is committed to creating an environment, which promotes dignity, respect, acknowledges the right to privacy and confidentiality, and promotes an awareness of the needs and rights of people with disabilities; psychosocial or other demonstrable factors that may impact on their health; safety; or wellbeing access to an equitable learning environment. Students and staff with disabilities or other needs are afforded equitable access and practical support to participate fully in the life of the College.
- 4.4. Students and staff with disabilities or other needs should be able to *access and negotiate the campus safely* and with ease in accordance with the 'Curtin Disability Access and Inclusion Plan 2017-2020' and Personal Emergency Evacuation Plan
- 4.5. Students or staff who require an adjustment(s) as a result of the disability or other needs can inform the College in writing to enable adjustments to be provided. The College will provide support as detailed in Schedule 1.

5. Policy Implementation

Curtin College will promote diversity and equity by:

- 5.1. Taking all reasonable steps to ensure that the working and learning environment is free from unlawful discrimination, harassment, vilification, victimisation, bullying or other adverse and inappropriate behaviours.
- 5.2. Implementing inclusive policies, and practices in all its activities and services to take account of the needs of the diverse College community.
- 5.3. Developing and implementing reasonable adjustments to enhance opportunities for access, participation, retention and success of all students including from under represented equity target groups.
- 5.4. Developing and implementing reasonable adjustments to enhance opportunities for access and outcomes for all staff.
- 5.5. Facilitating special consideration of Aboriginal and Torres Strait Islander (ATSI) peoples' recruitment, admission, participation and completion by the College's Academic Board in the context of Curtin University's ATSI student initiatives.
- 5.6. Monitoring and reporting on the College's equal employment and diversity performance against identified College priorities and legislative requirements. This will include monitoring and working to improve educational outcomes for the following equity groups:
 - 5.6.1. Indigenous peoples (eg, Aboriginal and Torres Strait Islander peoples in Australia)

Access, Diversity, Equity & Inclusion Policy

- 5.6.2. people from non-English speaking backgrounds,
- 5.6.3. people with diverse sexuality (LGBTQIA+)
- 5.6.4. other student cohorts identified for monitoring by College’s Academic Boards, which may include one or more of the following cohorts:
 - 5.6.4.1. people from lower socio-economic backgrounds
 - 5.6.4.2. people with disability
 - 5.6.4.3. people from remote, rural or isolated areas
 - 5.6.4.4. people who are the first in their family to attend a university or other higher educational institution
 - 5.6.4.5. women, especially in areas of study where they have been under-represented, such as engineering
 - 5.6.4.6. any other student cohort identified by the College.

5.7. Implementing training and awareness raising strategies to ensure that all staff and students know their rights and responsibilities.

5.8. Providing an effective procedure for handling complaints based on the principles of natural justice.

6. Complaints

6.1. Students who believe they have been treated unfairly concerning access, diversity, equity or inclusion are encouraged to refer to the College’s Complaints Policy, which is located on the College’s [website](#).

6.2. Staff who believe they have been treated unfairly in regard to access, diversity, equity or inclusion are encouraged to speak to their line manager, manager once removed or email complaints@curtincollege.edu.au

7. Confidentiality and Disclosure

7.1. Confidentiality of information relating to students with disabilities will be protected, and access only is given to staff on a need to know basis. All documentary evidence of disability/medical condition will be retained on Confidential File and in Student Files as required.

Version	Last changes:
V1.2 (Apr '20)	Added Personal Emergency Evacuation Plan to this policy Replaced 'welfare' with 'wellbeing' throughout document
V1.1 (Jan '20)	Include section 4.2 on ATSI student and staff recognition, respect and recruitment goals.
V1.0 (May '18)	This policy replaces the Supporting Students with Disability Policy and Equal Opportunity Policy.

Access, Diversity, Equity & Inclusion Policy

SCHEDULE 1

1. By providing reasonable notice, the College can consider the request for adjustments. When assessing a request for a reasonable adjustment, the College will be entitled to preserve the inherent requirements of the course.
2. The College shall provide support for all students with disabilities and other needs except where, in the opinion of the College, the provision of additional resources, services or facilities would impose an unjustifiable hardship on the College or compromise the health and wellbeing of the student or others.
3. **Medical Documentation for Students with Disabilities and/or Medical Conditions:**
 - 3.1 Students with disabilities, and other needs, who require reasonable adjustment, may be asked to provide the College with a completed 'Professional Assessment' where their application to study at Curtin College does not provide sufficient information for The College to assess whether appropriate support can be provided. Appropriately, qualified health professional reports make helpful additions to applications to enable assessment (including General Practitioners, Psychiatrist, Licensed Psychologist or Licensed Professional Counsellors).
4. **Unjustifiable Hardship:**
 - 4.1 As outlined in the Disability Standards for Education (2005), in deciding that making accommodations for a student with a disability would result in unjustifiable hardship for the College, the College will take into consideration:
 - o Additional staffing requirements;
 - o Provision of special resources;
 - o Modifications to curriculum;
 - o Impact on the learning environment, including the benefits and adverse impact on learning and social outcomes from the student's participation for the student, other students and staff;
 - o Financial incentives, including subsidies or grants available to the College as a result of the students' participation.
 - o Compromise the health and wellbeing of the student or others.
 - 4.2 Where unjustified hardship is determined, Academic Director or nominee will notify the student, whether new or continuing, of the decision and the reasons for the decision as soon as practicable after the decision is made. If a student is dissatisfied with the decision, they have the right to submit a written complaint against that decision in accordance with the College's Complaints policy.