

DIVERSITY AND EQUITY POLICY

1. PURPOSE

This policy supports and affirms the commitment by CG Spectrum Institute (**CGSI**) in endeavouring to foster a fair, equitable and transparent environment in which all staff and students (including prospective students) have an equal opportunity to access, participate and succeed in their educational endeavours.

The purpose of this policy is to set out the framework by which CGSI seeks to address equality, diversity, unity and inclusiveness in its policies, strategies and practices.

2. PRINCIPLES

This policy is informed by the following principles:

- that it complies with all relevant legislation;
- that CGSI welcomes diversity and equity;
- that CGSI does not discriminate against people on the basis of age, race, colour, religion, ethnicity, national origin, gender, sexual orientation, marital status, veteran status or physical or intellectual disability or any other protected attributes, either in the recruitment of staff and students or the implementation of its policies, procedures, and activities;
- that CGSI is committed in providing equal opportunity and promoting inclusive practices and processes for all staff and students within the limits of its resources; and
- that CGSI ensures access and equity are integrated in its policies and procedures for all within its community.

3. SCOPE

This policy applies to all students, staff, advisory members, and governing bodies of CGSI.

4. ROLES AND RESPONSIBILITIES

It is the responsibility of all students, staff, advisory members, and governing bodies of CGSI to promote and apply the principles of equality, diversity and inclusiveness into its policies, procedures and activities.

All members of CGSI's community must ensure that their own behaviour and interactions are appropriate, courteous, sensitive, and non-discriminatory.

5. DEFINITIONS

Term	Definition
Discrimination	Treating a person less favourably on the basis of age, colour, race, religion, ethnicity, national origin, sexual orientation, gender, marital status, veteran status or disability or any other protected attribute under applicable laws.
Diversity	The range of differences that make individuals unique.
Equity	The quality of being fair and impartial.
Identified Equity Groups	Includes: <ol style="list-style-type: none"> a. Aboriginal and Torres Strait Islander Peoples; and b. People with disability.

6. POLICY

CGSI adheres to the principles of access and equity as set out under the *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education* (2005) and all other relevant state and federal legislation. These principles are integrated into policies and procedures, as well as in the development and implementation of learning and assessment strategies, to ensure that students are adequately supported in their learning and progression, and that staff are adequately supported in the workplace.

The following procedures relating to this policy are therefore adopted:

a. 6.1 Admission

Admission to all courses is based solely on availability and published entry criteria in the policies and procedures.

The recruitment and admission process for all is free of bias and non-discriminatory.

b. 6.2 Course Design and Assessment

The curriculum and courses have been designed to be flexible. They seek to be inclusive of a range of student needs and avoid non-inclusive, discriminatory language and examples.

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 decision in accordance with CGSI's *Student Grievance and Complaints Policy*.

c. 6.3 Support and Services

CGSI will ensure that all of its employees, contractors and students have access to the information and support needed to prevent, and should it occur, deal with discrimination, unwanted sexual advances, harassment, assault, bullying, victimisation, and vilification.

Students with identified and/or stated needs will be consulted in relation to their study requirements and supported throughout their enrolment.

CGSI will provide reasonable accommodation within the learning environment for students with special needs through a range of services including, but not limited to:

- access to adaptive technologies;
- reasonable adjustment;
- special consideration;
- physical access to premises; and
- personal and academic counselling services.

Wherever possible, CGSI will seek to address and mitigate the under-representation and/or disadvantage experienced by identified person or groups. Specific consideration is given to the recruitment, admission, participation, and completion of Aboriginal and Torres Strait Islander peoples.

d. 6.4 Grievances and Appeals

Students have the right to lodge an appeal or grievance, which will be addressed through an appropriate structure in a fair, appropriate and equitable manner. Please refer to CGSI's *Student Grievance and Complaints Policy* and the *Student Grievance and Compliance Procedure*.

6.5. Monitoring participation and success

CGSI is committed to monitoring the participation, progress, and completion of studies by identified equity groups.

Data will be collected through the Admissions process, Learning Support Services, and completion rates in order to analyse the participation and success of these individuals or sub-groups at CGSI.

The CEO will report annually to the Academic Board on this data and the findings will be used to support identified academic and support strategies.

6.6 Staff recruitment

CGSI promotes open, fair, and transparent procedures for the recruitment of staff and provides equal opportunities for training and promotion.

7. ACTIONS

CGSI shall systematically review:

- a. its policies, procedures, and practices; and
- b. its recruitment, retention, performance, learning and development of staff and students;

to ensure that they are consistent with and reflect principles of equality, diversity, and inclusiveness.

8. RELEVANT DOCUMENTS

Course Design Development and Approval Policy;
 Course Evaluation and Review Policy;
 English Language Proficiency Assessment Policy;
 Staff Grievance and Complaints Policy;
 Staff Selection Recruitment and Appointment Policy;
 Staff Selection Recruitment and Appointment Procedure;
 Student Assessment Policy;
 Student Assessment Procedure; Student Grievance Complaints and Appeal Policy;
 Student Grievance Complaints and Appeal Procedure;
 Student Selection and Admission Policy;
 Student Selection and Admission Procedure;
 Student Welfare and Support Policy;
 Student Welfare and Support Procedure; and
 Wellbeing and Safety in the Learning Environment Policy.

9. RELEVANT LEGISLATION

Disability Discrimination Act 1992 (Cth)
 Disability Standards for Education (2005)
 Racial Discrimination Act 1975 (Cth)
 Sex Discrimination Act 1984 (Cth)
 Australian Human Rights Commission Act 1986 (Cth)
 Age Discrimination Act 2004 (Cth)
 Higher Education Standards Framework (Threshold Standards) 2021

Version Control

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