



KIHE

Kingsford Institute
of Higher Education

DIVERSITY AND EQUITY POLICY AND PROCEDURE

1. Overview

- 1.1. This policy sets out Kingsford Institute of Higher Education's ("KIHE" or "the Institute") commitment to diversity and equity in all its dealings with individuals. This commitment also reflects the intent of Standard 2.2 of the *Standards for Higher Education*¹.
- 1.2. Diversity is about valuing people's differences. Equity means ensuring people are treated fairly and have equal access to services.
- 1.3. To achieve this commitment, the Institute will provide an inclusive and supportive environment in which all individuals are:
 - a. treated with respect and dignity;
 - b. treated fairly concerning all our procedures; and
 - c. encouraged and have the opportunity to reach their full potential.

2. Responsibility

- 2.1. Sometimes, people's characteristics lead to their mistreatment. For example:
 - a. Age;
 - b. Disability;
 - c. Race, ethnicity or colour;
 - d. Religion or belief;
 - e. Gender or sexual orientation;
 - f. How they dress or what they look like;
 - g. Where they live or their socio-economic background.
- 2.2. All of the Institute's stakeholders are responsible for applying diversity and equity principles in policies, practices and behaviours. Furthermore, the Institute is responsible for providing guidance and training on diversity and equity to students and staff.
- 2.3. In summary, the Institute will make sure that:
 - a. Policies, practices and behaviours are fair for everybody;
 - b. Staff actively ensure fair treatment for everyone and receive appropriate training to fulfil their responsibilities.; and

¹ Higher Education Standards Framework (Threshold Standards) 2021
<<https://www.legislation.gov.au/Details/F2021L00488>>



- c. Practices and procedures do not disadvantage anybody and are reviewed regularly for fairness.

3. Aboriginal and Torres Strait Islander People Education

3.1. Objectives

3.1.1. KIHE is dedicated to attaining educational results for Aboriginal and Torres Strait Islander Peoples that are on par with those of non-indigenous Australians.

3.1.2. Accordingly, the objectives of the Institute under this policy are to:

- a. Elevate the enrolment rates for Aboriginal and Torres Strait Islander Peoples to levels equivalent to those of non-indigenous Australians.
- b. Enhance the rates of progression, success, and completion for Aboriginal and Torres Strait Islander Peoples to align with those of non-indigenous Australians.
- c. Guarantee the integration of relevant indigenous content into the curriculum.
- d. Heighten the visibility of Aboriginal and Torres Strait Islander Peoples' culture throughout the Institute.
- e. Amplify indigenous involvement in governance and decision-making processes.
- f. Expand indigenous community involvement and outreach efforts.
- g. Cultivate global awareness of indigenous communities and foster collaborative international projects.

3.1.3. Protocols

3.1.3.1. The Institute will include an acknowledgement of the traditional custodians of the land at the commencement of governing committee meetings and, as appropriate, will seek a welcome to country at significant institute events, including but not limited to graduation ceremonies, conferences, seminars, workshops, presentations, open days, and other public events.

3.1.3.2. Relevant policies include QAF026 Student Selection and Admission, QAF020 Student Assessment, and QAF025 Student Progression and Exclusion.

4. Putting the policy into practice

4.1. The Institute will put this policy into practice by embedding the principles of diversity and equity into relevant policies and procedures.

4.2. Student & staff conduct

4.2.1. Related documents:

- a. Student Code of Conduct and Disciplinary Procedures
- b. Staff Handbook

4.2.2. Through these documents, the Institute will encourage staff and students to:



- a. treat others with respect at all times, and promote an environment free of all kinds of bullying and harassment;
- b. actively discourage discriminatory behaviours or practices; and
- c. participate in training and learning opportunities that would enable them to adopt best practices.

4.3. Student selection and admissions

- 4.3.1. Related document: Student Selection and Admissions Policy and Procedure
- 4.3.2. Through this policy, the Institute promotes a fair, open and transparent procedure for recruiting students.
- 4.3.3. This policy also provides for special consideration concerning the recruitment and admission of Aboriginal and Torres Strait Islander peoples.

4.4. Student assessment and progression

- 4.4.1. Related documents:
 - a. Student Assessment Policy and Procedure
 - b. Student Progression and Exclusion Policy and Procedure
- 4.4.2. Through these policies, the Institute promotes fair and transparent procedures for student assessment, progression and attainment of awards.
- 4.4.3. These policies also provide for special consideration for the assessment and progression of Aboriginal and Torres Strait Islander peoples.

4.5. Student grievances and appeals

- 4.5.1. Related document: Student Grievance Handling Policy and Procedure
- 4.5.2. Through this policy, the Institute ensures that each complainant's and respondent's views are respected and that any party to a grievance is not discriminated against or victimised.

4.6. The learning environment

- 4.6.1. Related documents:
 - a. Teaching and Learning Plan
 - b. Quality Assurance Framework [section 6.2]
- 4.6.2. The Institute will design teaching and learning approaches to accommodate student diversity, including the under-representation or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.
- 4.6.3. Data about participation, progress, and completion of identified student subgroups will be collected, analysed, and monitored. The findings will



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inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

4.7. Staff recruitment

4.7.1. Related document: Staff Recruitment, Induction, Professional Development, Appraisal and Promotion Policy and Procedure

4.7.2. Through this policy, the Institute:

- a. promotes a fair, open and transparent procedure for the recruitment of staff; and
- b. provides fair and accessible opportunities for professional development and promotion of staff.

4.8. Policy and communications generally

4.8.1. When developing or reviewing policies and procedures, the Institute will:

- a. Analyse any new or updated policies and procedures for potential adverse impacts on diversity and equity, and take necessary action to mitigate these effects.; and
- b. Promote the use of inclusive language and avoid using discriminatory or exclusive words or phrases in all publications and correspondence.

5. Publication

5.1. The Institute will publish the Diversity and Equity Policy on its website to publicise and raise awareness to make it available to all individuals.



6. Version history

Version	Approved by	Approval Date	Details
1.0	Executive Management Committee	20 July 2023	Document creation and initial approval

Document owner: CEO