

Non-Academic

Diversity, Equity and Inclusion Policy

Version Control and Modification History Table				
Date	Version	Modification	Approval Authority	Approved & Published Date
03/01/2012	1.0	New policy based on existing policy	Toni Schammer & Dr Ian Whyte	03/01/2012
27/06/2012	2.0	Modification to post-enrolment page 4	Gerald Lipman & Dr Ian Whyte	27/06/2012
06/11/2012	3.0	Addition to changes to the policy section	Gerald Lipman & Dr Ian Whyte	06/11/2012
25/01/2016	3.1	Minor title changes	Dr George Brown	25/01/2016
12/11/2019	4.0	Change of title of policy, updates to legislation and specific accommodation of requirements for Aboriginal & Torres Strait Islander peoples	Gerald Lipman and Dr George Brown	12/12/2019

1 POLICY STATEMENT AND PURPOSE

The purpose of this policy is to provide a framework for ICHM’s Diversity, Equity and Inclusion activities.

2 SCOPE

This policy applies to all ICHM staff and students.

3 DEFINITIONS

“Australian Indigenous Peoples” - a member of the Australian Aboriginal or Torres Strait Islander race. The person identifies themselves as an Australian Aboriginal or Torres Strait Islander and are accepted by the community as an Australian Aboriginal or Torres Strait Islander person.

“Diversity, Equity and Inclusion” is about removing barriers and opening up opportunities. In education and training, it means ensuring that people with differing needs and abilities have the same opportunities to successfully gain skills, knowledge and experience through education and training irrespective of their age, disability, colour, race, gender, religion, sexuality, family responsibilities, or location. It means identifying and addressing the training needs of everyone.

“Diversity” is the recognising and valuing of individual differences.

“Disability” – the definition of a disability under the Discrimination Act is broad and includes physical, intellectual, psychiatric, sensory, learning, neurological, physical disfigurement and the presence in the body of disease causing organisms.

“Special Needs” – particular additional requirements required by a student in order to support them with their studies

“Traditional Cultural Practices” - the body of traditions, observances, customs and beliefs of Australian Indigenous Peoples generally or of a particular community or group of Australian Indigenous Peoples and includes any such traditions, observances, customs or beliefs relating to particular persons, areas, objects or relationships.

4 POLICY DETAILS

ICHM is proactive in supporting fair access to educational opportunities and ensuring that all students, inclusive of diverse and under-represented sub groups have the opportunity to achieve according to their own individual potential. ICHM is committed to promoting, encouraging and valuing equity and diversity regarding its staff and students.

ICHM will, at all times:

- Provide an environment of support and care for students
- Encourage cultural understanding and sensitivity, inclusive of diverse and under-represented sub-groups
- Encourage early identification and intervention to support students
- Seek to ensure that practices are non-discriminatory and pay due consideration to the needs of all groups and sub-groups
- Evaluate all educational processes to ensure that they are inclusive and value students from a diverse background
- Ensure all policies and procedures are non-discriminatory

- Provide students with information about access and equity issues and the complaints resolution process
- Remain supportive and sensitive to the needs and traditional cultural practices of Australian Indigenous Peoples

ICHM requests that all students declare if they are in need of specific assistance with regard to language, literacy and numeracy so that specific learning support may be provided. Alternative learning and assessment strategies are employed by ICHM staff to assist students with special needs.

ICHM will support traditional cultural, ceremonial (including spiritual and community obligations) and Sorry Business practices in line with Fair Work Australia guidelines.

PROCEDURE

All ICHM staff members are responsible to ensure that they understand and implement this policy and behave in a courteous, sensitive and non-discriminatory manner when dealing with other staff, students and clients.

Likewise, all ICHM students are responsible for behaving in a courteous, sensitive and non-discriminatory manner when dealing with staff, other students and clients.

Students are encouraged to declare any special needs outlined in this policy as early as possible to allow for reasonable adjustments to be considered and implemented.

Indigenous students are encouraged to discuss leave requirements pertaining to cultural obligations with an appropriate member of staff or stakeholder as early as possible.

Pre-enrolment

1. Any application received where an applicant has indicated a special need, along with any relevant supporting documentation will be sent to the Principal (or delegate) for assessment. The Principal (or delegate) will then provide the Program Director Academic (or delegated nominee) with a recommendation as to whether reasonable adjustments are required and what these adjustments will be. The Principal (or delegated nominee) will advise the Admission staff of the decision, who will communicate this to the applicant in writing. The privacy of the applicant will be maintained according to the ICHM Privacy Policy.
2. If the applicant continues with their enrolment any approved reasonable adjustments will be communicated to the relevant staff by the Admissions staff and a copy of the recommendation will be placed in the students' file. The Program Director Academic (or delegate), will co-ordinate implementation of the required reasonable adjustment in conjunction with the relevant staff.

Post-enrolment

1. Where a student has been accepted into a course of study and the student subsequently declares to a staff member that they have a special need that requires reasonable adjustments the staff member will encourage the student to meet with the Principal (or delegate). The Principal (or delegate) in consultation with the student and after reviewing any supporting documentation will make a recommendation to the Program Director, Academic. The Program Director, Academic (or delegated nominee) will co-ordinate the implementation of the required reasonable adjustment in conjunction with the relevant staff. A copy of the recommendation will be placed in the students' file. The privacy of the student will be maintained according to the ICHM Privacy Policy.
2. Where a student declares to a staff member that they have a special need that requires reasonable adjustments, the staff member will send an email to the Principal (or delegate) and the Program Director, Academic outlining the students declaration and a copy will be placed in the students file.

3. If the student has not approached the Principal (or delegate) within 2 weeks of declaring the special need, the Program Director Academic (or delegate) will inform the Principal and initiating staff member.

5 RELEVANT LEGISLATION

ICHM acknowledges its legal obligation under Federal and State legislation to ensure that all working and teaching practices are fair, equitable and non-discriminatory. The Equal Opportunity Act 1984 (SA), Racial Discrimination Act 1975 (Federal), the Sex Discrimination Act 1984 (Federal), the Disability Discrimination Act 1992 (Federal), the Racial Vilification Act 1996 (SA) and The Fair Work Act 2009 (Federal) makes discrimination and harassment in the provision of education, employment and the provision of goods and services unlawful.

The Equal Opportunity Act makes it unlawful for anyone to be treated unfairly or discriminated against on numerous grounds including but not limited to, sex, sexuality, race, physical, intellectual impairment or age. Equal Opportunity law also makes lawful the establishment of special processes, measures or schemes, for the benefit of employees or students from equity targeted groups, which are designed to correct past disadvantages.

The Public Sector (Honesty and Accountability) Act 1995 (SA) promotes the development of a diverse and non-discriminatory work environment and requires that employees treat the public and other employees with respect and courtesy, and conduct themselves in a public manner which will not reflect adversely on the public sector or other employees.

The Work Health and Safety Act 2012 (SA) also requires that all employees and students be provided with a safe and healthy working and learning environment free from discrimination and/or harassment.

6 RESPONSIBILITIES AND AUTHORITIES

The Chief Executive and Principal are responsible for approving this policy.

The Principal is the policy owner.

7 REVIEW

The Principal is responsible for the review of this policy on a 3 yearly basis.

8 ACKNOWLEDGEMENT (if applicable)

Not applicable.

9 APPROVAL

<i>Diversity, Equity and Inclusion</i>	
Policy Owner	Principal
Version Number	4.0
Approval Authority	CE and Principal
Approval Date	December 12 th 2019
Next Review Date	December 12 th 2022