

EQUITY IN EDUCATION POLICY AND PROCEDURE



2.8. Equity in Education Policy and Procedure

Purpose

To proactively provide accessible and equitable higher education opportunities to the diverse IBT College student constituency, in particular to target groups identified as disadvantaged in their access to and participation in, higher education.

Scope

This policy applies to all students and prospective students of the International Business & Technology College, in particular those who are recognized as being disadvantaged in their access to higher education. These students may be engaged in IBT College-related activity either on IBT College property or off-campus.

Policy Statement

The purpose of this Policy is:

- 1) To proactively identify and minimize the organizational and institutional barriers facing particular individuals and groups who may be disadvantaged in their access to, or participation in, higher education.
1. To ensure that the College provides members of groups who are at risk of being disadvantaged in their access to, or participation in, higher education, or of becoming members of more than one equity target group, with high quality and effective interventions to facilitate and support progression and retention in their studies.
2. To ensure that all programs focused on achieving educational equity, are rigorously assessed in relation to strategies employed to enhance engagement of members of groups who may be disadvantaged in their access to or participation in, higher education and improve equitable outcomes amongst these groups.
3. To ensure that appropriate strategies are in place to support the retention of and progression of members of groups from educationally disadvantaged backgrounds.

Principles

1. The IBT College is committed to proactively providing accessible and equitable higher education opportunities to its diverse student constituency, with a focus on the Department of High, Education, Science, Research and Technology (DHERST) target groups identified as disadvantaged in their access to, and participation in, higher education. A particular emphasis is given to supporting the aspirations of Indigenous Australians.
2. The College recognises that students can be enabled to achieve according to their own individual potential, regardless of their personal circumstances and backgrounds and commits to providing teaching and learning practices which are

socially and culturally responsive and inclusive in order to ensure equitable opportunities for their success.

This is in contrast with relevant legislation laws on **National Policy for Woman and Gender Equity 2011-2015, PNG National Policy on Disability 2009 and National Public Service Gender Equity and Social Inclusion (GESI) Policy**.

Article 1 states that: “ **We are born free and equal; we should be treat each other with human dignity**” universal Declaration of Human Rights, 10 December 1948 – United National General Assembly

Article 2 states that: “ **We should not be discriminate against any other group of people**”. universal Declaration of Human Rights, 10 December 1948 – United National General Assembly

Procedures

Application

The policy will be applied to the University on the basis of the following broad approaches:

1. Planning and Organisation

The Student Equity office has institutional responsibilities for strategically driving, developing and evaluating equity initiatives including policy and governance. It works directly with staff from all faculties and organisational sections within the College to develop facilitate and encourage key strategies to support the needs of students from diverse backgrounds.

2. Integration

Educational equity is considered a key strategic concern of the College. As such it is the responsibility of all managers and decision makers to ensure that educational equity is integrated in all matters of policy development, forward planning and performance review within the College.

3. Inclusive practice

The IBT College is actively committed to protecting the rights of students to achieve their full potential in an environment which values and affirms diversity and is free from discrimination, harassment, victimisation and vilification. The College will seek to ensure that all teaching and learning environments, academic practices and language are non-discriminatory and that equity and diversity issues such as culture, gender and disability are embedded into the principles and practices surrounding such activities.

4. Course design and content review

Curricula should be inclusive and student centred, taking account of the diversity of student needs. LTSU staff will facilitate the process of embedding equity principles in curricula. The College will ensure that course content reviews and evaluations consider the need for equitable access and participation and ensure that students are able to contribute to these processes.

5. Participation

The IBT College will support participation by students in accessing learning resources relevant to their course by providing specialist support and information which is accessible in a range of formats including hard copy, CD-ROM and online. The College will attempt to be responsive to the unique circumstances of students experiencing educational disadvantage, within the parameters of normal administrative procedures and budgetary constraints.

6. Implementation

The Equity in Education Policy and Procedure will be implemented by:

- ✓ IBT College Governing Councils and Chief Strategy Planning Officer in implementing the process and strategies.
- ✓ Promoting the Equity in Education Policy and Procedure to staff and students via the IBT College website.
- ✓ Measuring the outcomes of equity strategies intended to assist educationally disadvantaged students in order to ensure that they are enhancing engagement and improving retention and outcomes and reporting on these to the Principal

Review

This policy and procedure will be reviewed annually by the Governing Council to ensure its effectiveness and compliance with relevant legislation and best practices.