Equity and Diversity and Aboriginal and Torres Strait Islander Peoples Framework and Policy

Supporting plans, policies and procedures	• Academic Progression and At-Risk Student Policy and Procedure • Admissions and Enrolment Policy and Procedure • Bullying, Harassment, Discrimination Policy and Procedure • Code of Conduct • Course and Unit Development and Continuous Improvement Policy and Procedure • Guidance Note: Diversity and Equity: https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-diversity-and-equity • Marketing and Student Recruitment Policy • Learning and Teaching Policy • Learning and Teaching Plan • Privacy Policy • Student Complaints and Appeals Policy and Procedure • Student Orientation Policy and Procedure • Student Welfare, Wellbeing and Support Policy and Procedure •
Related legislation and references	• Higher Education Standards Framework (Threshold Standards) 2021 • Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
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Approved by	Board of Directors and Academic Board
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Document Review	This document is to be reviewed at least every three years from the date of final approval

Version	Review Date and Person/Body	Notes
0.1	Draft prepared by CEO and approved at 7 January 2020 Board of Directors meeting	
1.0	Reviewed by Learning and Teaching Committee (LTC) on 4 February 2020	LTC recommends that the AB approves this policy
1.1	Presented to Academic Board on 18 February 2020 for review and approval	
2.0	Approved by the Academic Board on 18 February 2020	
2.1	Reviewed and approved at 20 October 2020 Academic Board meeting	Minor amendments following comments from external reviewers
	Reviewed and approved at 28 October 2020 Board of Directors meeting	
3.0	Reviewed and approved by the Board of Directors and Academic Board via email circulation on 23 July 2021	Updates made following the response to the TEQSA Request for Information 23 July 2021.

3.1	Reviewed and approved by the Board of Directors and Academic Board 26 Feb 2025 respectively at their meetings on 25/11/25	Minor revisions pursuant to scheduled review

Background and Scope

This document outlines MIHE's approach to equity and diversity and includes the approach to recruitment, admission, participation and completion of all students including Aboriginal and Torres Strait Islander peoples. MIHE's approach ensures the recognition and accommodation of student diversity to create equivalent opportunities for academic success regardless of a student's background. In particular, this policy and procedure responds to the TEQSA Threshold Standards requirement "to ensure that providers consider and plan to meet the learning and support needs of all their students, so that as far as possible all students have equal opportunities for academic success" (https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-diversity-and-equity).

This policy applies to all MIHE students, staff, and other stakeholders.

Definitions

Equity and diversity: refer broadly to the creation of equivalent opportunities for access and success in Australian higher education for historically disadvantaged or underrepresented student populations other groups protected in equal opportunity and anti-discrimination legislation, and those covered by the Higher Education Participation and Partnerships Program (https://www.education.gov.au/heppp)..

Also, refer to the Glossary of Terms.

Policy

MIHE promotes and supports diversity in students and staff and recognises that different students require different levels of support and assistance. MIHE will provide support to students to enable them in achieving success in their academic endeavours as outlined in the *Student Welfare, Wellbeing and Support Policy and Procedure* and the *Academic Progression and At-Risk Student Policy and Procedure*.

Students must be afforded an equivalent opportunity to succeed in their academic endeavours regardless of having a mental or physical condition or disability or their socioeconomic, educational, religious or cultural backgrounds) . All suitably qualified students have the right to enrol in MIHE's

higher education courses and MIHE is committed to providing access to its educational services and appropriate support for all students.

MIHE recognises its responsibility to recruit students from among under-represented groups including from non-English speaking background (NESB), students with a disability, women in non-traditional areas of study (e.g. Information Technology), students from low socio-economic status (LSES), students from regional and remote areas, and students who are first in their family to attend a higher education institution.

Support and/or reasonable adjustments will be made for students who require that additional support and/or adjustments so that they have the best opportunity to succeed in their academic endeavours.

MIHE is committed to promoting equity and diversity amongst student cohorts and commits to continuously improving its policies, procedures, approaches to teaching, learning and support to achieve this. MIHE has the following plans, policies and procedures which will be applied fairly and consistently to all students and staff:

- MIHE's *Admissions Policy and Procedure* ensures that special consideration provided to prospective students from under-represented or disadvantaged backgrounds, including people of Aboriginal and Torres Strait Islander backgrounds.
- MIHE's *Learning and Teaching Policy and Plan* considers the requirements and adjustments needed by students from under-represented or disadvantaged backgrounds.
- MIHE's *Academic Progression and At-Risk Student Policy and Procedure and Student Wellbeing and Support Policy and Procedure* also consider and support students from under-represented or disadvantaged backgrounds.
- MIHE's *Bullying, Harassment, Discrimination Policy and Procedure* protects students from a range of negative behaviours and provides a process for resolving allegations of bullying, harassment or discrimination in conjunction with the *Student Complaints and Appeals Policy and Procedure*.

Document Review

Cohort data is collected in the Student Management System during admission and is updated ongoingly, including when students become 'at risk'. All policies and procedures are reviewed at least every three years. Prior to review, cohort data will be extracted from the Student Management System to inform improvements.

Aboriginal and Torres Strait Islander Peoples Framework

MIHE acknowledges that barriers to Aboriginal and Torres Strait Islanders peoples' success in higher education persist and that appropriate institutional responses are required to support these students. In accordance with the Higher Education Standards Framework (Threshold Standards) 2021 specific consideration is given to the recruitment, admission, participation, and completion of Aboriginal and Torres Strait Islander peoples, notwithstanding that this is not MIIHE's target market.

Recruitment and Admission

Students who identify as an Aboriginal and Torres Strait Islanders may be eligible for special consideration for enrolment and admission as a student at MIHE (refer to the *Admissions and Enrolment Policy and Procedure*). To be eligible for special consideration, students who identify as being an Aboriginal and Torres Strait Islander must satisfy the following conditions:

a) be of Aboriginal and Torres Strait Islander descent.

b) identify as being of Aboriginal and Torres Strait Islander descent when making an application.

c) be accepted as an Aboriginal and Torres Strait Islander person in the community where they lived (or have lived); and

d) be able to provide evidence of their Aboriginal and Torres Strait Islander heritage.

Once these the relevant documentary evidence provided and these conditions have been satisfied, prospective Aboriginal and Torres Strait Islander students will be asked to attend an interview at the MIHE campus. The interview will be conducted by a senior member of staff, which may include the Dean. The purpose of the interview is to assess the nature and extent of any additional support required to provide the student with the best opportunity to succeed in their academic endeavours Additional support may include 1) English language support; 2) additional academic and tutorial support; 3) additional IT and Systems support; 4) counselling and mental health services; 5) cultural support; and 6) pastoral support.

Participation

MIHE will provide support and assistance to Aboriginal and Torres Strait Islander students to encourage their full participation in their course of study, including through understanding their current educational achievements and capabilities and addressing any gaps through the provision of additional support. MIHE will encourage communication, self-reflection and self-determination in assessing the need and actively seeking support available at MIHE.

MIHE will work with Aboriginal and Torres Strait Islander students encourage early intervention where students require additional support and will be considerate of issues that impact Aboriginal and Torres Strait Islander peoples' socio-economic and cultural priorities. As required MIHE will

connect these students with appropriate groups or organisation which offer guidance with teaching and learning programs for Aboriginal and Torres Strait Islander peoples; and will provide support and mentoring for staff to ensure that the learning environments, curricula, resources, and assessments are responsive to the requirements of Aboriginal and Torres Strait Islander students. Courses and study materials will be designed to incorporate appropriate terminology and content promoting cultural safety for Aboriginal and Torres Strait Islander students. MIHE will use various credible sources to access information and guidance on how to facilitate participation by Aboriginal and Torres Strait Islander students, including:

https://aiatsis.gov.au/

https://www.education.gov.au/aboriginal-and-torres-strait-islander-higher-education

https://www.acer.org/au/research/areas-of-research/indigenous-education

https://www.universitiesaustralia.edu.au/policy-submissions/diversity-equity/indigenous-higher-education/

MIHE academic staff will be required to provide special attention to Aboriginal and Torres Strait Islander students' participation and progress. Aboriginal and Torres Strait Islander students who have received special consideration and additional support at admission will be monitored carefully by academic staff, providing them with the opportunity to engage in early intervention strategies to enable academic progression if they are having difficulties. The *Academic Progression and At-Risk Student Policy and Procedure* will provide mechanisms for the early identification and intervention to minimise the risk of Aboriginal and Torres Strait Islander students falling into the 'At Risk' category.

The Learning and Teaching Committee will be provided with regular reports on student attrition, progression and completions. These reports will include various student cohorts, particularly Aboriginal and Torres Strait Islander students and students who have been admitted with additional support. The Academic Board will receive these reports at least twice per year and will use this data for continuous improvement to enhance academic quality.

Course Completion

Aboriginal and Torres Strait Islander students who graduate may require additional support to facilitate career transition or transition to further studies. MIHE will provide assistance and support to Aboriginal and Torres Strait Islander graduates as required, for example providing advice around career choices and employment opportunities and opportunities for further studies.

Monitoring and Review

To improve admission policies and processes, learning and teaching and support strategies for Aboriginal and Torres Strait Islander students, MIHE will monitor and review the participation, progress, and completion of students through the *Monitoring Review and Improvement Policy and Procedure*. The Dean, Learning and Teaching Committee, and Academic Board will also be provided with regular reports closely monitoring the participation, progress, and completion of Aboriginal and Torres Strait Islander students.