Elite Education Institute Pty Ltd trading as Elite Education Institute
ABN 65 162 298 580   CRICOS Provider Code: 03390A
Head Office & Sydney CBD Campus: Level 6, 8 Quay Street, Haymarket NSW 2000
Tel: +61 2 9211 4958
Website: www.ee.edu.au   Email: info@ee.edu.au

34. Equity and Diversity Policy and Procedure

Purpose	Sets out the Institute's approach to equity and diversity for both students and staff.
Location	The policy is maintained on owncloud (original: Pydio)- http://cloud.ee.edu.au/owncloud
Responsible executive	CEO
Responsible office	CEO's Office
Effective date	1 Dec 2017
Review date	1 Dec 2019, 1 Dec 2022, 1 Dec 2025
Modification history	April 2023 (V2),
Related documents	
Authority	To be approved by Council

1.   Purpose

EEI, as a registered provider of higher education in Australia strives to implement the broad requirements noted in in Part A, Section 2.2, of the Higher Education Standards Framework (2021) Diversity and Equity. The purpose of this policy and procedure is to ensure the recognition and support of equity and diversity within both student and staff body at the Institute. This is in recognition of the International, State and Federal legislation.

2.   Scope

Relevant to all Elite Education Institute's students and staff.

3.   Principles

EEI values equity and diversity and chooses to embed these values in its staff, students, academic courses and the student experience. To promote these values, EEI:

3.1   Celebrates and encourages the diversity of the students from all sections of society through inclusive policies, workplace, administrative and teaching practices;

3.2   Promotes a fair and equitable environment to respect social and cultural diversity.

3.3   Supports and encourages students and staff to achieve their full potential through positive work in culturally sensitive and inclusive environment.

3.4   EEI's policies, practices and approaches to teaching and learning are designed to accommodate student diversity.

3.5   Provides an education and learning environment free from unlawful discrimination, harassment and violence; and

3.6   Promotes an awareness of their rights and responsibilities to both students and staff as members of the Australian tertiary sector and society.

4.   Practices

EEI takes the following action to support student equity and diversity and to monitor the academic progress of students:

4.1   Admissions requirements ensure that admitted students have the academic preparation and proficiency in English required to fully participate in their course of study, and there are no known limitations that would be expected to impede their progression and completion.

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4.2   Prospective and current students receive accurate, relevant and timely information through the EEI website http://ee.edu.au/course-information/; http://ee.edu.au/admission-requirement/ to enable informed decision making about educational offerings, services and experiences.

4.3   Prior to acceptance of an offer, EEI provides prospective students access to current academic governance policies and requirements http://ee.edu.au/forms-policy/.

4.4   EEI tailors student orientation programs to meet the needs of student cohorts, to assess the needs and preparedness of individual students and cohorts, and to ensure that students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

4.5   EEI ensures that students are aware of their obligations, rights and responsibilities under Australian Law, where relevant.

4.6   EEI provides access to support services for the wellbeing and safety of students, including support for mental health and disability.

4.7   EEI provides ease of access to learning resources for students and does not present unexpected barriers, costs or technology requirements. Students have access to learning support services that are consistent with the requirements of their course and mode of study, and with consideration to the learning needs of student cohorts.

4.8   EEI undertakes cycles of review and improvement to demonstrate successful implementation of evidence-based improvements arising from the reviews.

4.9   EEI maintains institutional data systems capturing relevant information for the monitoring of participation, progression and completion of students in their course of study.

5.   Reference points [from *HESF2021*]

5.1   Australian Disability Clearinghouse on Education and Training (1998), Students with Disabilities: Code of Practice for Australian Tertiary Institutions.

5.2   Australian Government, *Disability Standards for Education 2005*.

5.3   Universities Australia (October 2011), *National Best Practice Framework for Indigenous Cultural Competency in Australian Universities.*