



# Diversity, Inclusion and Equity Policy

## Scope

Kaplan Australia is committed to the principles of diversity, inclusion and equity in education and employment.

This policy applies to all staff, students and affiliates (eg. contractors) of Kaplan Australia.

## Purpose

In the Higher Education Standards Framework (Threshold Standards) 2021, “diversity”, “inclusion” and “equity” refer broadly to the creation of equivalent opportunities for access, progression and success for historically disadvantaged or underrepresented student populations, other groups protected in equal opportunity and anti-discrimination legislation. The purpose of this policy is to raise awareness of and support the initiatives of a broader strategy including:

- A Staff Equity Program
- A Student Equity Program
- A Disability Inclusion Action Plan
- An Indigenous Participation and Supporting Initiative
- Diversity, Inclusion and Equity Program

## Policy Statement

Diversity, inclusion and equity are considered to be essential in the ongoing success of all Kaplan Australia registered education providers.

Kaplan Australia values diversity of knowledge, thought and experience and believes that a collaborative and inclusive culture is important for learning, teaching and research, and facilitates a positive staff and student experience.

Equity in regard to representation of socio-economic status, gender, cultural diversity, Indigenous Australians, disability and sexual orientation are important to a fair and just Kaplan community and a broader just society.

## Principles

The diversity, inclusion and equity principles stated in this policy aim for:

- Kaplan being committed to social justice and human rights.
- Kaplan’s policies, practices and approaches to teaching and learning to be designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students’ backgrounds.
- Specific consideration to be given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.



- Participation, progress, and completion by identified student subgroups to be monitored and the findings to be used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.
- Providing outstanding development opportunities and support for everyone studying at Kaplan as well as promoting these values in our external interactions and partnerships;

## Definitions

**Diversity** - can be defined as the sum of the ways that people are both alike and different. The dimensions of **diversity** include race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status.

**Inclusion** - captures, in one word, an all-embracing societal ideology. Regarding individuals with disabilities and special **education**, **inclusion** secures opportunities for students with disabilities to learn alongside their non-disabled peers in general **education** classrooms.

**Equity** - in **education** means that personal or social circumstances such as socio-economic background, gender, ethnic origin or family background, are not obstacles to achieving **educational** potential (fairness) and that all individuals reach at least a basic minimum level of skills.

**Indigenous** – Aboriginal or Torres Strait Islander origin (or both)

**Affiliates** – consultants and contractors, a person appointed to perform duties for Kaplan

**HES Framework** – Higher Education Standards Framework 2021

## Guiding Procedures

In creating a culture that values and benefits from diversity, inclusion and equity, staff and students may consider the following when interacting with each other and the broader community, whilst being a part of Kaplan Australia:

- Kaplan will provide equal opportunities in removing barriers to participation, progression and success in employment and education so that all staff and students have the opportunity to fully participate in Kaplan's activities, whilst reviewing the effectiveness of programs trialled or implemented.
- Kaplan will support staff and students to exercise their rights and responsibilities as members of the Kaplan community in relation to diversity, inclusion and equity.
- All staff and students must display respect as they seek to understand each other's perspectives and endeavour to explore the evidence supporting alternative points of view.
- All staff and students in positions of leadership and management must, with the support of their teams and for inclusive purposes, identify opportunities and take steps for ongoing improvement.
- Kaplan will promote clear policies and accountable practices to support its values of integrity, transparency, respect and ethical decision making.



- Kaplan requires the ongoing cooperation of all staff and students to promote the awareness and implementation of its diversity, inclusion and equity principles into their everyday behaviour, language and decision making.
- Student admission procedures are to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study.
- Kaplan will ensure that accurate, relevant and timely information to prospective and current students is publicly available and accessible, including access for students with special needs, to enable informed decision making about courses and learning experiences.
- Kaplan ensures that all prospective students have access to current academic governance policies and requirements (including policies and requirements in respect of diversity, inclusion and equity) prior to acceptance of an offer.
- Orientation program and course progress will be tailored to 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.
- The nature and extent of support services available to students are informed by the needs of student cohorts, including mental health, disability, safety and wellbeing needs.
- All learning resources and educational support meet all requirements (as outlined in Standard 3 of the HES Framework) that need to be considered in regard to student diversity and equity, such as access to learning resources does not present unexpected barriers, costs or technology requirements for students, including students with special needs.
- Students have access to learning support services consistent with the requirements of their course and mode of study, and with the learning needs of individual students and student cohorts.
- Kaplan will accommodate the expected diversity in the backgrounds and characteristics of students as follows:
  - Ensuring awareness of its obligations under the Australian law;
  - Considering carefully the targeting of and marketing to prospective students;
  - Ensuring that prospective students are aware of and can access information about any requirements associated with successful completion of a course, including those requirements that represent impediments for members of particular groups, such as students with disabilities;
  - Committing resources to provide learning experiences and support required by diverse student cohorts, including domestic and overseas, off-campus and online students;
  - Ensuring that all data systems used in-house are capturing all relevant information for monitoring student's course participation, progression and completion.
- Kaplan will not discriminate, directly or indirectly, against a person on the grounds of a person's disability by:
  - Refusing or failing to accept the person's application for admission as a student;
  - Denying the student access or limiting the student's access to any benefit provided;



- Expelling the student;
- Subjecting the student to any detriment;
- Kaplan must take all ‘reasonable steps’ to enable students with a disability to apply for and participate in a program on the same basis as other students and make “reasonable adjustments” to assist the student with a disability to enrol, participate in a course and to be able to use facilities and services on the same basis as a student without a disability.

The HES Framework Standards do not require education providers to achieve “representational equity” in the proportion of historically under-represented student populations chosen to be admitted to courses, however education providers must give specific consideration to the recruitment and admission of Aboriginal and Torres Islander peoples. Therefore, Kaplan will establish a tradition of acknowledgement of support and guidance for specific equity groups that may include:

- Aboriginal and Torres Strait Islander peoples;
- People with disabilities;
- Women, especially in areas of study where they have been under-represented;
- People from non-English background;
- People who are the first in their family to attend a higher education institution;
- People from lower socio-economic backgrounds;
- People from remote, rural or isolated areas; and
- Any other groups of prospective students that may have experienced disadvantage.

## Relevant Legislation and Policies

As a registered education provider, Kaplan Australia operates under strict laws and regulations. Policies and procedures are in place to ensure compliance with such laws.

Below, please find the most relevant legislation which apply to this policy:

Age Discrimination Act 2004 (Cth) <https://www.legislation.gov.au/Details/C2019C00022>

Australian Human Rights Commission Act 1986 (Cth)

<https://www.legislation.gov.au/Details/C2019C00030>

Disability Discrimination Act 1992 (Cth) <https://www.legislation.gov.au/Details/C2018C00125>

Fair Work Act 2009 (Cth) <https://www.legislation.gov.au/Details/C2017C00323>

Racial Discrimination Act 1975 (Cth) <https://www.legislation.gov.au/Details/C2016C00089>

Sex Discrimination Act 1984 (Cth) <https://www.legislation.gov.au/Details/C2018C00499>

Work Health and Safety Act 2011 (Cth) <https://www.legislation.gov.au/Details/C2017C00305>

Workplace Gender Equality Act 2012 (Cth) <https://www.legislation.gov.au/Details/C2016C00895>

Privacy Act 1988 (Cth) <https://www.legislation.gov.au/Details/C2019C00025>

Disability Standards for Education 2005 <https://www.legislation.gov.au/Details/F2005L00767>

Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)

<https://www.legislation.gov.au/Details/C2017C00271>

Higher Education Standards Framework (Threshold Standards) 2021

<https://www.legislation.gov.au/Details/F2021L00488>



Education Services for Overseas Students Act 2000 (ESOS Act 2000)

<https://www.legislation.gov.au/Details/C2017C00292>

Education Services for Overseas Students Regulations 2001

<https://www.legislation.gov.au/Details/F2016C00681>

National Code of Practice for Providers of Education and Training to Overseas Students

2018 <https://www.legislation.gov.au/Details/F2017L01182>

Other relevant information to be used together with the Diversity, Inclusion and Equity Policy:

- Admissions Policy
- Academic Success Policy
- Assessment Policy
- Attendance Policy
- Course and Subject Development and Review Policy
- Bullying and Harassment Policy (including Prevention and Management of)
- Access and Equity Policy
- WHS Policy
- Privacy Policy
- Staff Code of Conduct
- Student Code of Practice
- Complaints and Appeals Policy
- Reasonable Adjustments Guidelines
- Special Considerations Guidelines
- Orientation Program

## Amendments

Kaplan Australia reserves the right to amend this policy at its discretion. All changes and amendments to our policies are published on Kaplan Australia website.

## Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officers to ensure compliance with this policy.

<b>Policy Category</b>		Academic		
<b>Responsible Officers</b>		VP, Academic		
<b>Implementation Officer</b>		College Director, Academic Dean or equivalent		
<b>Review Date</b>		June 2022		
<b>Approved by:</b>		<b>Endorsed by:</b>		
Academic Board		Corporate Board		
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved</b>	<b>Effective Date</b>
1.0	Kaplan Australia Quality, Regulations and Standards Team.	New policy.	05.06.2019	30.06.2019
1.1	Quality, Regulations and Standards Team	Updated HESF to 2021	N/A	13/07/2021