

Health Education and Training Institute Higher Education Equity and Diversity Framework

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**Issued under the authority of the Health Education and Training Institute
Higher Education Governing Council**

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Health Education and Training Institute Higher Education Equity and Diversity Framework

Aims and Objectives

The HETI Higher Education Equity and Diversity Framework is based on the Health Education and Training Institute's *Strategic Plan 2019-2021* and the Health Education and Training Institute *Diversity Charter* and has been designed to comply with all relevant legislation, standards and policies.

This Framework represents the ways in which HETI Higher Education addresses the equity and diversity implications of the Strategic Plan, in particular its Focus Areas, Life-Long Learning, Quality and Access and People and Systems, and Strategies 1, 2, 3 and 5:

1. We offer transformative learning that meets emerging and future needs of the health workforce and beyond
2. We adopt a student-centred approach to deliver an exceptional and connected experience
3. We modernise our course architecture to meet the specific and changing needs of our students
5. We inspire our staff to build practice excellence by developing their skills and knowledge.

This Framework also operationalises HETI commitment to creating and maintaining an inclusive culture in the Diversity Charter:

HETI is committed to promoting the diversity of our people and our learners through fostering an inclusive culture where everyone feels safe to bring their whole selves to HETI. This includes actively breaking barriers to enable staff and learners to participate fully and be included in a way that respects difference

Overview

Legislative and other requirements.

The HETI Diversity Charter acknowledges the following legislation, standards and policies as binding the institution's policies and practices in relation to equity and diversity:

- The Australian Human Rights Commission Act 1986
- The Age Discrimination Act 2004
- The Sex Discrimination Act 1984
- The Racial Discrimination Act 1975
- The Racial Hatred Act 1995
- The Disability Discrimination Act 1992
- The Workplace Gender Equality Act 2012

- The Fair Work Act 2009 and National Employment Standards (NES)
- NSW Government policies and priorities
- The Higher Education Standards Framework (2015), in particular Domain 2.2, Diversity and Equity
- The access and equity provisions of the National Standards for Registered Training Organisations 2015
- The anti-discrimination provisions of the Department of Industry Smart and Skilled Contract Terms and Conditions
- Disability Standards for Education (2005).

The HETI Higher Education Learning Environment

HETI holds a strong commitment to an inclusive and safe culture by cultivating a learning environment in which mutual respect, dignity and inclusion prevail.

HETI upholds the NSW Health CORE values of Collaboration, Openness, Respect and Empowerment and reflect these values in the Higher Education learning environment.

HETI has statutory obligations to ensure a safe and healthy environment that is free from unlawful discrimination, harassment, vilification, and bullying. Our approach is informed by the [NSW Health policies on workplace culture and safety](#).

Definitions

For this Framework:

Equity: ‘the fair treatment of everyone with a stake in the institution (including both aspiring and current students and staff). It involves affording access to a fair share of opportunities and resources managed by HETI. For people groups that are disadvantaged or otherwise less represented, it may mean providing them with extra support to foster an “equal playing field”.¹

Diversity: ‘includes all the differences that each person brings. It refers to the wide variety of backgrounds, demographic categories, socio-economic factors, personal influences and experiences, as well as the range of values and outlooks that arise from differences of culture and circumstance. People differ in all sorts of ways which may not always be obvious or visible. People often embody multiple dimensions of diversity.’²

Equity Groups: ‘historically disadvantaged or underrepresented student populations, other groups protected in Equal Opportunity and anti-discrimination legislation.’³ There are six nationally recognised Equity Groups in Australia:

1. Low Socio-Economic Status (SES)
2. Indigenous
3. Disability
4. Regional and Remote

¹ HETI Diversity Charter, page 7.

² Ibid, page 6.

³ TEQSA *Guidance Note: Diversity and Equity*, page 1.

5. Non-English Speaking Background
6. Gender – women and LGBTI people.

The Equity and Diversity Framework

The Structure of the Framework

The HETI Higher Education Equity and Diversity Framework consists of:

- A. HETI Diversity Charter: the overarching principles governing the design of policy, procedures and support provisions in relation to equity and diversity at HETI Higher Education.
- B. HETI Higher Education Policies: the rules, principles and procedures governing HETI Higher Education's academic operations in relation to equity and diversity.
- C. HETI Higher Education Support Services: the on-going, cyclical processes through which HETI Higher Education provides access and opportunities to equity groups.

A. HETI Diversity Charter

The HETI Higher Education Equity and Diversity Framework is based on the Guiding Principles of the HETI Diversity Charter:

- Collaboration: our diversity strengthens us - having a diversity of staff and learners is an asset to our organisation. Diversity strengthens our ability to be innovative in driving excellence in education and training for improved health outcomes
- Openness: setting targets, monitoring progress and celebrating success – actively embracing diversity means setting clear targets for the inclusion of a wide range of people; monitoring and reporting our progress in order to be a learning organisation; and identifying areas where we can do better, as well as celebrating success together
- Respect - a foundation for delivering effective, person-centred products and services – genuine respect for each other is the starting point for how we make decisions, how we innovate, how we treat one another and how we deliver our products and services
- Empowerment - promoting flexible ways of working and learning - true inclusion does not mean treating everyone the same way. Rather, it means promoting ways of working and learning that are flexible, person-centred and accommodate different needs.

Focus Areas

The Focus Areas stipulated in the HETI Diversity Charter are:

1. Inclusion – 'positively striving to meet the needs of different people and taking deliberate action to create environments where everyone, with all the differences they bring, feel safe, respected, and able to achieve their full potential.'⁴
2. Equity and Access – 'involves more than equality. Equity recognises there are real differences among people, and it takes these differences into account to preserve fair processes, access to opportunities and sometimes outcomes. HETI will work to

⁴ HETI Diversity Charter, page 7.

ensure dimensions of diversity are not barriers to career progression or to accessing HETI's products and services.⁵

3. Visibility – ‘focuses on participation, not presentation. It means we proactively seek to understand the dimensions of diversity of our current staff and learners so that their unique characteristics are visible. It also means that we tell the stories of our diverse staff and learners whenever we can.’⁶

Action Plan

The HETI Diversity Charter Action Plan stipulates the following areas for development by HETI Higher Education⁷:

1. Collection and analysis of workforce data and learning analytics concerning the diversity of learners and staff to ensure HETI Higher Education operations are inclusive and free of any barrier that would inhibit participation by any people group.
2. The development and use of channels that reach people of diverse groups in position advertisements and courses.
3. Development of a diversity policy and procedure.
4. Checking of governance policies and committees represent the diversity of NSW Health.
5. Updating of development and evaluation processes to include a specific focus on designing and evaluating for inclusion.
6. Educating staff on cultural competency and respectful behaviour in the workplace and leaders on how to lead inclusively.
7. Auditing HETI compliance with relevant legislation, policies and standards.

B. HETI Higher Education Policies

HETI Higher Education Policies addressing equity and diversity are based on establishing principles and provisions at each stage of the student experience cycle.

The following policies and procedure include references to equity and diversity:

Policy and Procedure	Provision
Admissions Policy	Clause 7 deals with the use of Conditional Provisions for Admission to take account of educational disadvantage
Enrolment Policy	Clause 4d deals with provisions for students to nominate their special needs
Assessment Policy– Criteria and Standards-Based Assessment	Clause 12g deals with Reasonable Adjustment to assessment tasks on the basis of student special needs and/or disabilities.

⁵ Ibid, page 8.

⁶ Ibid, page 9.

⁷ Ibid page 11.

Student Support (Rights and Responsibilities) Policy	Clause 2f deals with the provision of inclusive and safe culture, free from harassment and discrimination and regardless of gender, ethnicity, age, disability or background
	Clause 3g deals with respect for other cultures
	Clause 10d deals with provisions for Special Needs.
Student Grievance Procedure	This document outlines how students who experience grievances have access to procedures for resolving problems.

C. HETI Higher Education Support Services:

HETI Higher Education Support Services in relation to equity and diversity include the following elements:

- a. Accessible Learning Support
- b. Health, Wellbeing and Safety Support

Accessible Learning Support (<https://heti.edu.au/student-information/student-support/equity-and-diversity>)

Supports and adjustments are available to help students achieve academic goals and minimise the impact disabilities, medical or mental health conditions that may otherwise create an unequable learning experience.

Students are encouraged to identify accessibility or learning support needs during their initial application, so we can deliver tailored support from the beginning. The Learning Pathways Manager will personally contact students to guide them through the process.

Students may also advise us about an accessibility or learning support need at a later point in their studies.

The type of adjustment is determined on an individual basis with student involvement and will draw on recommendations made in student supporting documentation. Types of adjustments may include:

- assessment adjustments
- extensions
- library services
- technology consultations.

Health, Wellbeing and Safety Support (<https://heti.edu.au/student-information/student-support/wellbeing-and-safety>)

HETI Higher Education has a strong commitment to supporting our students in successfully completing their studies. As mental health educators we are uniquely placed to prioritise student health and wellbeing.

We understand that students may experience difficult circumstances or personal issues which can cause distress. If students are experiencing a difficulty of any kind, we encourage them to seek early support by contacting their [Unit Facilitator](#), Cohort Convenor or [the Learning Pathways Manager](#). Should student prefer, the Liaison Officer can manage their contact for them.

Counselling service

The Student Assistance Program (SAP) is a confidential coaching, counselling and wellbeing service provided free to all HETI Higher Education students and their immediate family.

SAP is conducted by registered psychologists who can also refer to other specialist services. Also available is a team of dietitians and a financial counselling service. SAP is provided by Benestar.

SAP can be provided face to face, over the phone, on video, online or Live Chat. It is available 24 hours a day, 7 days a week, 365 days a year.

Safety and security

For students attending the Parramatta campus they can access the **Cumberland Hospital Security Team** at any time of the day or night should safety or security needs arise. This includes any requirements for an escort by contacting 0417 201 199.

Sexual Assault and Sexual Harassment

HETI Higher Education is committed to supporting its students by developing online and campus based approaches to preventing either sexual harassment or sexual assault. There is a peak level committee reviewing our resources and supports for students. If students would like to join this process or obtain any information they should contact HETI's Sexual Assault and Sexual Harassment Contact.

Students now have access to an online unit Consent Matters that will help students understand sexual consent. This resource is available to students through the learning management portal MyHETI.

Bullying

Bullying can be defined as inappropriate, repeated and unwelcome behaviour that is intended to intimidate, offend, degrade, humiliate or threaten another person.

Some examples of this might be: teasing or being made the brunt of pranks, verbal abuse, yelling / screaming, offensive language, deliberately withholding work-related information, inappropriate comments about a person's appearance or lifestyle, pushing or standing over, or sexual / other unwanted advances.

HETI does not tolerate bullying behaviour in the workplace or learning environment. Information on student rights and responsibilities, as well as management actions relating to bullying can be found in the [Prevention and Management of Workplace Bullying in NSW Health: PD2018 016](#).

If students believe they are being bullied, they can:

- Speak to their Unit Facilitator who will follow NSW Health Policy in dealing with the complaint

- Call the NSW Health Anti-bullying advice line: 1300 416 088 for confidential advice and support
- Call the confidential Student Assistance Program
- Seek help from your General Practitioner (GP), or your local community health centre

Additional Support Information

The HETI Higher Education website also provides information to students on the following resources external to the Institute related to welfare, health and well-being (<https://heti.edu.au/student-information/student-support/wellbeing-and-safety>):

- a. Legal advice
- b. Health services
- c. Emergency Support

The HETI Higher Education Support Team

HETI Higher Education provides all students with a Support Team made up of the following personnel (<https://heti.edu.au/student-information/student-support/your-support-team>) :

- a. Cohort Convenor who provide advice on enrolment, academic matters, resources, access to e-learning technologies and relevant academic or IT staff where required
- b. Unit Facilitators who manage, coordinate and provide academic oversight of individual units, interact with students via e-learning technologies and ensure all requirements for successful unit completion are met
- c. Academic Leads who provide mentoring and guidance in the professional or specialisation focus, manage and coordinate the course pathway, provide academic oversight of for the course and ensure all requirements for successful course completion are met
- d. ICT Team who provide technical support in the use of learning resources and e-learning technologies, such as myHETI and Zoom web conferencing
- e. Librarian who provides help and training via telephone, email or in person and assists students in finding information to support their coursework
- f. Financial Services Team who provide clarification of fees, payments, scholarship and negotiate payment plans if required.
- g. Student Liaison Officer who provides an impartial contact for establishing appropriate support across our team.

How HETI Higher Education meets the Regulatory Requirements for Equity and Diversity

The Higher Education Standards Framework (HESF) (2015) mandates provisions for equity and diversity. In the tables below, HETI Higher Education policies and plans are linked to each HESF Standard cited by TEQSA as relevant to equity and diversity in order to demonstrate the extent of HETI Higher Education's compliance with regulatory requirements. Table 1 deals with the HESF Standards at Domain 2.2 specifically devoted to

equity and diversity while Table 2 covers those standards stipulated by TEQSA as as implicitly linked to equity and diversity.

Table 1 HESF Domain 2.2 Diversity and Equity

Standard		HETI provision
2.2.1	Institutional policies, practices and approaches to teaching and learning are 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	<p>Diversity Charter</p> <p>Admissions Policy</p> <p>Student Support (Rights and Responsibilities) Policy and Brochure</p> <p>NSW Ministry of Health Aboriginal policies, plans and guidelines : https://www.health.nsw.gov.au/aboriginal/Pages/policies-and-documents.aspx</p> <p>NSW Ministry of Health Disability policies and guidelines https://www.health.nsw.gov.au/disability/Pages/policies-and-guidelines.aspx</p> <p>Assessment Policy– Criteria and Standards-Based Assessment</p> <p>Scholarships such as Metropolitan Access Scholarships and NSW Rural Allied Health Clinical Placement Grants for regional and remote applicants.</p>
2.2.2	Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.	<p>Admissions Policy</p> <p>NSW Ministry of Health Aboriginal policies, plans and guidelines : https://www.health.nsw.gov.au/aboriginal/Pages/policies-and-documents.aspx</p>
2.2.3	Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups	<p>Course Monitoring and Review Policy requires the annual reporting of student cohort data.</p>

Table 2 HESF Standards implicitly linked to equity and diversity:

Standard		HETI provision
1.1.1	Admissions policies, requirements and procedure	Admissions Policy
1.3.1 1.3.2 1.3.6	Orientation and progression	<p>Student Support (Rights and Responsibilities) Policy and Brochure</p> <p>NSW Ministry of Health Aboriginal policies, plans and guidelines : https://www.health.nsw.gov.au/aboriginal/Pages/policies-and-documents.aspx</p> <p>NSW Ministry of Health Disability policies and guidelines https://www.health.nsw.gov.au/disability/Pages/policies-and-guidelines.aspx</p> <p>Assessment Policy– Criteria and Standards-Based Assessment</p>
2.3.3	Wellbeing and Support	<p>Student Support (Rights and Responsibilities) Policy and Brochure</p> <p>NSW Ministry of Health Aboriginal policies, plans and guidelines : https://www.health.nsw.gov.au/aboriginal/Pages/policies-and-documents.aspx</p> <p>NSW Ministry of Health Disability policies and guidelines https://www.health.nsw.gov.au/disability/Pages/policies-and-guidelines.aspx</p> <p>Student Support Services: Accessible Learning Support & Health, Wellbeing and Safety Support</p> <p>Prevention and Management of Workplace Bullying in NSW Health: PD2018_016</p>

3.3.3	Learning Resources and Educational Support	Student Support Services: Accessible Learning Support
3.3.4	Information for Prospective and Current Students	HETI Higher Education Website – Information for Students.

DOCUMENT HISTORY

Version	Issued	Status	Author	Reason for Change
v0.1	29 July 2019	Draft	David Baxter	Initial draft
V0.1	30 September 2019	Draft	Susan Grimes	Endorsed by the Teaching and Learning Committee
V0.1	24 October 2019	Draft	Susan Grimes	Endorsed by the Academic Board
V0.1	04 October 2019	Draft	Susan Grimes	Approved by the Governing Council
V1.0	14 January 2020	Final	-	Published
v1.1	03 February 2020	Noted	Susan Grimes	Organisational changes; new position title, and responsibilities. Noted by the T&L Committee.
v1.1	18 February 2020	Final	-	Published

IMPLEMENTATION CHECKLIST – COMPLIANCE SELF ASSESSMENT

Assessed by:	Date of Assessment:		
IMPLEMENTATION REQUIREMENTS	Not commenced	Partial compliance	Full compliance
1.			
	Notes:		
2.			
	Notes: Relevant Director		
3.			
	Notes: TRIM reference number -		
4.			
	Notes:		
5.			
6.			
	Notes:		

RISK ASSESSMENT

<Document Title>

1.	Policy/Process being assessed	Notes
	Document Number	
	Publication date	
	Scheduled review date	
	Date of this risk assessment	
	Name & position of assessing officer	
2.	Summary of policy purpose (from PD Cover Page)	
3.	Agency (HETI) key roles & responsibilities as per PD	
4.	Risk Assessment	
4.1	Identification of risks – what might happen & how?	
	1.	
	2.	
4.2	Analysis of risks – combined estimate of the consequence & likelihood of the risk, using NSW Health Risk Matrix (attached)	
	<ul style="list-style-type: none"> • Consequence: • Likelihood: • Risk rating : 	
4.3	Evaluation of risks – comparison of the level of risk as determined against a predetermined criteria to determine whether a level of risk is acceptable or needs to be treated.	
	Risk level assessed after implementing treatment: <ul style="list-style-type: none"> • Consequence: • Likelihood: • Risk rating : Evaluation –	

Risk Assessment Approval

Name & position of approving T2 Officer:	
Date:	