Procedure title: Equity and Diversity Procedure

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1. Purpose

Refer to the Equity and Diversity Policy.

2. Scope

Refer to the Equity and Diversity Policy.

3. Definitions

Refer to the Equity and Diversity Policy.

4. Procedural Actions

4.1 Facilitating Access

When targeting and marketing to prospective students, MHE will develop and implement strategies to engage under-represented subgroups, focusing on students from a non-English speaking background, low socio-economic status students, and Aboriginal and Torres Strait Islander (ATSI).

4.2 *Learning Resources and Support*

Students identified as of being in the class of under-represented students that have been specifically identified in Australian higher education policy will have access to learning resources and learning support services tailored to their needs within the limits of the available resources.

- Students may contact the Student Support Officer to discuss their specific needs and are encouraged to do this before admission and enrolment.
- Once a student has been identified as having special or specific needs, the Student Support Officer or Academic Skills Advisor will be the first contact for developing a Student Support Plan (SSP) (see Appendix 1) to assist them in their education and learning.
- The plan may include but is not limited to reasonable modifications to assessment, special consideration, and physical access to premises.
- The Dean and other academic and support staff will be consulted in developing the plan as required to ensure it can be implemented effectively and the student receives the support they need to succeed.

To further support students, in addition to face-to-face tutorial sessions, MHE will develop and implement:

- a peer support and mentoring program to leverage the experience of continuing students
- one to one consultation sessions with academic
- one to one consultation sessions with Academic Skills Advisor
- drop-in sessions to
- guide study techniques.

5. Roles and Responsibilities

MHE Board of Directors will foster a culture that embraces equity in education and focuses on students from a non-English speaking background, low socio-economic status students, and Aboriginal and Torres Strait Islanders.

Academic Board will:

- Ensure that MHE's academic policies and procedures are designed to accommodate student diversity, including the under-representation and disadvantage experienced by identified groups
- monitor participation, progress and completion by identified student subgroups and facilitate the use of the data and findings to inform admission policies and improvement of teaching, learning and support strategies for those subgroups

- specifically monitor the enrolment, progress, attrition, and completion of ATSI students to identify areas where action is needed
- report annually to MHE Board of Directors on diversity metrics and MHE's performance concerning this Policy.

MHE staff will:

- understand the concepts of equity and diversity; and
- Support the special needs of students based on diversity grounds, provided that this does not result in unjustifiable hardship for MHE.

The Dean and academic staff will consider reasonable adjustments to a student's teaching and learning environment and support requests under the provisions set out in MHE's Academic policies and procedures.

The CEO will:

- coordinate the implementation of plans to accommodate the diversity in the backgrounds and characteristics of the MHE student body
- consider under-represented groups in targeting and marketing to prospective students
- facilitate the collection, recording, monitoring, reporting of student equity data about student participation, progress, and completion.

6. Complaints and Appeals

Students and potential students may lodge complaints and appeal MHE decisions about equity and diversity matters by following the procedures set out in the Student Complaints and Appeals Procedure.

7. Policy Administration

Policy category	Governance
Policy owner	Board of Directors / Academic Board / Senior Management Group
Responsible officer	CEO, Dean, Academic Skills Advisor
Approving authority	Board of Directors or Academic Board
Contact officer	Dean and or Academic Skills Advisor
Approval date	
Commencement date	
Review date	Three years
Version	1.1
Related documents	Student Support Framework

8. Version control and change history

Version	Approval date	Approved by	Summary of changes
1.1	10th August 2023	Academic Board	Removed the para. MHE will: • collaborate with vocational education and training (VET) providers who specialise in providing education and training in relevant disciplines to Aboriginal and Torres Strait Islander and low socio-economic status students • offer exceptional services that under-represented subgroups can access Added Developing and Managing Student Support Plans Remove reference to Higher Education Admin Added reference to identification of under-representation of specific classes of students Added reference to specific monitoring of ATSI students Added link to Reference/Benchmark https://aihe.sa.edu.au/pages/policy-and-procedure-directory https://apicollege.edu.au/policies/QF028%20Indigenous%20Education%20Policy%20v2.1.pdf

9. Reference/Benchmark

- *Adelaide Institute of Higher Education*
  https://aihe.sa.edu.au/pages/policy-and-procedure-directory

- Asia Pacific International College
  https://apicollege.edu.au/policies/QF028%20Indigenous%20Education%20Policy%20v2.1.pdf

10. Appendix 1: Student Support Plan

Developing and Managing Student Support Plans at MHE

The Student Support Plan (SSP) is a document which sets out the reasons for and nature of academic support to be provided to students (such as study planning, reading and notetaking for assignments, or academic writing) and any reasonable adjustments recommended for a student in order to meet the principles established in the *Equity and Diversity Policy*.

The SSP is normally prepared by the Student Support Officer in collaboration with the student, the Academic Skills Advisor and may also involve lecturers if required. In determining the varying levels of need as well as the nature of the support provided, MHE is cognisant that some groups of students may have specific needs related to their cultural background and/or history of social disadvantage (e.g., Aboriginal and Torres Strait Islander) that may adversely impact on their participation/engagement and consequently, their completion. The Student Support Plan:

- describes the impact the specific learning need and/or disability has on the student's study, based on their perspective, evidence and lecturer observations;
- should consider cultural and social disadvantage impacts on the student experience and the nature of the support provided;
- lists recommendations for academic support and adjustments as needed relating to following areas: teaching and learning; practical classes, access and orientation; IT and library services; examinations;
- contains only those details necessary to be known by those staff involved in supporting the student;
- only includes medical or other personal details relevant to understanding the impact of the disability or learning need; and,
- gives details of the student's consent to share information, and any restrictions.

Where reasonable adjustments are put in place, the SSP will normally be shared with relevant staff such as the lecturers, the Librarian, and the Student Administration Manager. Please note that it may not be necessary to provide the entire SSP to lecturers or divulge to them who the student is or the nature of the impairment. A considerate and informed approach is important in deciding what those involved in providing support need to know in order to make the necessary adjustments. Information on the impact of the impairment on study in the SSP will be particularly helpful for lecturers, and when it is shared appropriately, the student does not have to explain the impact of their impairment and the importance of a particular adjustment to each lecturer in every class. Students can share information about their disability/learning need with lecturers and others, but this is their choice. Staff may also need to be provided as needed, general information sources about the nature of a particular disability and/or learning need.

The Student Support Officer is responsible for overall coordination of the implementation of support and adjustments as well as the direct provision of support to the student. The Academic Skills Advisor takes the lead in providing academic support.

The Student Support Officer is also responsible for monitoring student progress and should check academic monitoring data to review whether progress is as expected and encourage academic staff to advise of any issues which might require further interventions. The frequency of monitoring should be proportionate to the complexity of the student's needs but would commonly occur during regular meetings with the student and as a minimum, at the conclusion of each teaching period. Please note that the SSP is a working document and can be amended when needed.