


QUALITY ASSURANCE HANDBOOK

2019 Edition – Part A

Section 2: Overarching Policies (EXTRACT)

2019

2.9 Equality, Diversity and Inclusion Policy

Quality Assurance Handbook (QAH) Part A		
Document Name	Equality, Diversity and Inclusion Policy	
Policy Document Number	040	
Version Reference	v1.0	
Document Owner	Registrar	
Roles with Aligned Responsibility	Senior Leadership, Registrar, Assessments & Regulations Manager, Course Directors, Admissions Team, Student Services	
Applicability	All programmes: NFQ L6 to L9, Professional Programmes, Study Abroad, DBS Online	
Approved By	Academic Board	
Approval Date	01/12/2020	
Date Policy Becomes Active	02/12/2020	
Revision Cycle	A minimum of every five years	
Revision History/Amalgamation History	N/A	
Additional Information	N/A	
References/ Supporting Documentation	<ul style="list-style-type: none"> • Equal Status Acts 2000–2018.¹ • ENQA (2015) <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area</i>, Standard 1.3. ‘Student-Centred Learning, Teaching and Assessment’.² • QQI (2016) <i>Core Statutory Quality Assurance (QA) Guidelines</i>, Section 7.1, ‘Supports for Learners’.³ 	

2.9.1 Policy Overview

This document details DBS policy relating to equality, diversity and inclusion with respect to all aspects of the learner journey, from point of admission, teaching and learning, student supports and assessment.

2.9.2 Policy Statement

DBS seeks to ensure fairness and equality of treatment for all learners, and to safeguard all members of its diverse community such that no learner is ever exposed to discrimination based on their background or individual circumstances.

¹ <http://revisedacts.lawreform.ie/eli/2000/act/8/revised/en/html#SEC7>

² https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

³ <https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>

The Equal Status Acts 2000–2018 prohibit discrimination in the provision of goods and services, with respect to gender, marital status, family status, age disability, sexual orientation, race, religion, and membership of the Traveller community. Exemptions within this act apply to provision of education to mature students, scholarships, student exchange and accommodation for disabilities, for whom additional provisions may be made.

Conduct and behaviours

Learners and staff are required to conduct themselves in an appropriate and respectful manner in their interactions with, and on behalf of, DBS. As per the Learner Code of Conduct, all communications and interactions with the College or any of its stakeholders, and on behalf of the College as a DBS learner, are expected to be conducted in a respectful manner based upon dignity, equality and inclusion (**QAH Part B Section 3.2.2**).

Admissions

Applicants are accepted based on their potential to successfully complete their chosen programme of study in keeping with QQI policy on Access, Transfer and Progression such that:

Entry arrangements are clear, decisions on allocation of places on programmes are transparent, and all applicants are treated in a fair, equal and consistent manner

QQI (2015)⁴

As per the DBS Admissions policy, Standard Entry routes require that applicants meet the minimum entry requirements set for each programme. For Non-Standard Entry, including mature students, specific access routes are provided. Scholarship and exchange (Study Abroad) students may be selected on the basis of academic merit, in keeping with the *Equal Status Acts*.

At the point of entry, new applicants are encouraged, but not required, to advise the College regarding any additional supports required arising from disabilities, and the College seeks to endeavour to make any reasonable accommodate learners with specific needs.

⁴ <https://www.qqi.ie/Downloads/ATP%20Policy%20Restatement%20FINAL%202018.pdf>

Learner Supports

The needs of a diverse learner population (mature, part-time, employed, international, as well as learners with disabilities) is taken into account when planning and providing learning resources and supports.

QQI (2016)

DBS provides a broad range of supports to all learners throughout their studies. Student inductions are designed to ensure that all new learners have access to the information they require upon commencement of their programme, mindful of the needs of different groups such as full-time and part-time learners at different levels, and learners who are new to higher education, and the supports available to them.

Learner Assessment

As per the **QAH Part B Section 4.4**, specific supports are provided for Learners with Additional Needs, particularly with respect to requirements for in-classroom support, assessment and exams.

Quality Assurance governance structures including internal and external moderation of learner outcomes are in place to ensure fairness and transparency at all times.

2.9.3 Additional Documents

- QAH, Part B Section 2 Learner Supports
- QAH, Part B Section 3.2.2 Learner Code of Conduct
- QAH Part B Section 4.3 Personal Mitigating Circumstances Policy
- QAH Part B Section 4.4 Support for Learners with Additional Needs (Need Extra Provisions) Policy
- QAH Part B Section 4.4.4 Extra Provision for Specific Disabilities and Additional Needs