

## Equality Policy

### 7.3 Fulfilling the Learner Charter: The Role and Obligations of Learners and the College

#### 7.3.1 Introduction

its intention is to elaborate on the College Learner Charter and to highlight the key roles and responsibilities which have been developed as a means of ensuring the college achieves and maintains the highest standards of provision.

#### 7.3.2 Objective

- To set out the College's agreed Learner Charter.
- To set out the rights and obligations of the college and those learners on its programmes, in line with the College Learner Charter.

#### 7.3.3 Scope

The Learner Charter applies to learners of all College campuses. Learners of the college are located on a number of campuses. This document applies to all locations and partner institutions, all staff and all learners. The rights and obligations on the part of the college outlined in this document apply to learners observing the [Learner Code of Conduct](#).

#### 7.3.4 Responsibilities

- College Staff
- College Learners

#### 7.3.5 Learner Charter

Griffith College is committed to:

- Create a sense of community and belonging on college campuses
- Support learner in their personal and professional development
- Equip them with evidence based, industry standard programme content to give them the best base for their career development
- Support and celebrate the diverse cultures and backgrounds all our learners come from and utilise to enrich the college experience
- To support and facilitate learners need to ensure their given the opportunity to thrive and engage in their programmes to the best of their abilities
- Foster a culture of diversity and safety on campus
- Create a culture of equality where student from all backgrounds feel a part of the Griffith College community

#### 7.3.6 This is achieved by:

- i. Providing excellent teaching and educational resources to enable learners realise their chosen personal and career ambitions

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- ii. Promoting an attainment culture whereby learners are encouraged to give of their best
- iii. Publicly recognising and celebrating the successes of our learners in national and international activities
- iv. Providing a welcoming and nurturing environment where all learners are treated with respect and dignity
- v. Supporting and guiding learners in their academic and personal development towards their educational and personal goals
- vi. Embracing the diversity of our learners through full inclusion and through the provision of equal opportunities and advancement to all
- vii. Providing equality of educational opportunity regardless of personal characteristics and differences
- viii. Providing for continuous improvement through the active consideration of feedback from learners, staff, alumni, employers and other external stakeholders.

### 7.3.7 Equality and Diversity

The college respects the dignity and diversity of all its learners and staff. It aims for a College community that is free from intimidation and discrimination.

We aim to provide learners with:

- A culture in which behaviour reflects a high level of awareness of equality and diversity issues
- Equality of opportunity regardless of personal characteristics and differences - this commitment applies to all individuals and all aspects of College life
- The knowledge that any complaint of unfair discrimination or harassment will be treated seriously and dealt with fairly and efficiently.

We ask learners to

- Respect and treat with dignity all members of the college community.
- Understand that you will study alongside people with different viewpoints which both yours and theirs must be respected

### 7.3.8 Behaviour and Conduct

All members of the college should behave in a manner which is respectful of the rights and views of others. We aim to provide learners with:

- Clear guidelines outlining behavioural expectations including the Learner Code of Conduct ([QAE Document 7.7](#))
- Fair and consistent treatment in dealing with breaches of the Learner Code of Conduct

We ask that learners to:

- Be familiar with the Learner Code of Conduct and abide by it.

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### 7.3.9 Joining the College

We aim to provide learners with:

- An induction to programme and published information which introduces them to College life – academic and otherwise (see [Learner Induction Policy QAE Document 7.1](#))
- Comprehensive information relating to their programme of study such as Learner Handbook, Programme Handbook, and all other relevant information.
- A programme of social activities and events organised by the Students' Union

We ask learners to:

- Complete all enrolment procedures
- Learn as much as they can about the programme they are embarking on and the services and facilities available in the College
- Become familiar with the various policies and procedures which learners of the college are bound by
- Talk to tutors, support service staff or the Learners' Union if any problems or concerns arise during these early days.

### 7.3.10 Learning and Teaching

The College is committed to ensuring high standards in its teaching and in supporting learning. We aim to provide learners with:

- A learning and teaching strategy that is well planned, which uses different methods, and is designed to help them think and work for themselves, guiding and taking ownership for their own learning
- Information about the arrangements and study requirements for their programme
- Regular and constructive critical feedback on their work

We ask that learners:

- Prepare for and participate in scheduled learning activities in collaborative ways which support the teaching and learning of others as well as themselves
- Become familiar with any cultural diversity in terms of teaching and learning conventions
- Make themselves familiar with the programme information provided from the outset and comply with the administrative arrangements of the programme
- Give constructive critical feedback on their learning experience in the programme.

### 7.3.11 Attendance and Participation

The majority of programmes include activities designed to support learning, which depends on participation and collaboration. Discussions, simulation exercises and

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workshops, for instance, depend for their value on learners' attendance and regard for the learning of others as well as for themselves. So, while each learner has a responsibility for organising and managing aspects of their own learning, enrolment on a programme also entails commitment to participation. The nature of participation - whether it is face to face, via the internet, or by some other means - and its scale, will differ between programmes

We aim to provide learners with:

- Full information about the time and location of teaching and assessment arrangements including the timetable
- Information about each department/faculty's programme attendance requirements

We ask that learners:

- Make sure they understand and fulfil the attendance requirements for their programme
- Keep in contact with their Faculty regarding any attendance difficulties
- Understand that any sustained period of unexplained or unauthorised absence or lack of participation will have to be investigated and may be subject to disciplinary procedures and/or reported to the relevant authorities if applicable.

### 7.3.12 Assessment

Assessment has a major influence on learning. It is also the means through which the college determines whether an appropriate standard has been achieved for progression through stages to an award

We aim to provide learners with:

- Clarity in the purposes and methods of assessment
- Assessment strategies which employ a range of types of assessment where appropriate and assessment criteria which are open, transparent and free from bias
- Timely feedback of assessments to aid development (see [Procedure on Provision of Assessment Feedback to Learners QAE Document 6.3](#))
- Information on College assessment regulations and the regulations of the relevant validating body.

We ask that learners:

- Complete all assessment components and adhere to the assessment timetable
- Notify a member of the Faculty or College if they are having difficulties which are affecting their performance

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- Never engage in cheating, plagiarism or other types of academic misconduct as this will lead to disciplinary action and possible expulsion from the college (see the College's [Academic Integrity and Misconduct Procedure \(QAE Document 6.9\)](#) for further guidance).

### 7.3.13 Learner Feedback about Programmes

The college believes in the value of learner feedback. It is important to staff to receive feedback, in order to make improvements and to help establish and promote educational partnership (see [Procedure on Provision of Assessment Feedback to Learners QAE Document 6.3](#))

We aim to provide learners with:

- Specific opportunities to provide feedback during the programme, without fear of retribution
- The opportunity to be represented on programme committees

We ask that learners:

- Provide the college with feedback as requested
  - Elect a learner representative to appropriate committees and other groups working for the management and quality of their programme.
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