

Indigenous Education Policy

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Table of Contents

| | | |
|-----|---------------------------|---|
| 1. | Purpose | 2 |
| 2. | Scope | 2 |
| 3. | Definitions | 2 |
| 4. | Policy Statements | 2 |
| 4.1 | Objectives..... | 2 |
| 4.2 | Cultural Safety..... | 3 |
| 4.3 | Responsibility | 3 |
| 4.4 | Protocols..... | 3 |
| 4 | Related legislation | 3 |

1. Purpose

Higher Education Leadership Institute Pty Ltd t/as Higher Education Leadership Institute ('HELI', or 'the Institute') is committed to offering opportunities to Indigenous Australians and ensuring they achieve success in HELI courses. The purpose of this policy is to outline how the Higher Education Division will honour its commitment to Indigenous education.

2. Scope

Implementation of this policy is a responsibility shared across all sections, staff and executives of HELI. The policy also provides a framework for practical support of Indigenous students once enrolled in a course at HELI.

3. Definitions

| Term | Definition |
|---|---|
| Aboriginal and/or Torres Strait Islander | Any person who: 1. Is of Aboriginal and/or Torres Strait Islander descent; 2. identifies as an Aboriginal and/or Torres Strait Islander, and 3. Is recognised by the Indigenous community in which they live as an Aboriginal and/or Torres Strait Islander. |
| Higher Education Division | The entities of the division are the Asia-Pacific International College, the College of Health Sciences, and the Higher Education Leadership Institute. |
| Indigenous education | The creation of equitable opportunities and outcomes for Indigenous Australians, and the opportunity and therefore process by which all Australians can gain knowledge about Indigenous Australia. |
| Indigenous People | "...Populations composed of the existing descendants of the peoples who inhabited the present territory of a country wholly or partially at the time when persons of a different culture or ethnic origin arrived there from other parts of the world, overcame them and, by conquest, settlement or other means, reduced them to a non-dominant or colonial situation..." (United Nations Economic and Social Council, Commission on Human Rights, ref E/Cn.4./Sub.2/L.566, 1982). |
| Indigenous Australians | Specifically refers to the Indigenous people of Australia who are otherwise known as "Aboriginal and/or Torres Strait Islanders" |

4. Policy Statements

4.1 Objectives

In line with these policies, priorities and principles, the objectives of HELI are to offer educational programs and make these accessible to the Australian Indigenous community in order to contribute to:

1. Improving Australian Indigenous postgraduate progression and completion rates to levels commensurate with those of other Australians.
2. Increase Indigenous participation in the life of the Institute.
3. Collaborate with Indigenous peoples to ensure the inclusion of appropriate Indigenous content in curriculum across HELI where relevant.
4. Acknowledge Indigenous culture across HELI operations where appropriate.
5. Foster Indigenous awareness and encourage student projects on Indigenous health to promote Indigenous health and welfare.

4.2 Cultural Safety

The Higher Education Division will:

1. Provide culturally safe governance, administration, learning, teaching and assessment environments for all staff and students, on campus and online. Foster the development of health care leaders who are committed to ensuring culturally safe care for Indigenous patients they encounter in order to achieve optimum care outcomes
2. Ensure that the Ethical Guidelines for Research Involving Aboriginal and Torres Strait Islander Peoples are met where HELI staff and students conduct research involving Australian First Nation's Peoples as informants; or where research is conducted 'on Country'.
3. Ensure Indigenous perspectives are included where appropriate in curriculum and assessment.
4. Provide Continuing Professional Development for all staff.
5. Ensure HELI graduates are capable of providing culturally safe and responsive health care.
6. HELI acknowledges Indigenous Australians as the original Australians and ongoing custodians of "Country" who occupy a unique place within Australian society.

4.3 Responsibility

The responsibility for the implementation of this policy rests with the Senior Executive Team headed by the CEO.

4.4 Protocols

The Higher Education Division will:

- Include an Acknowledgement of Country in all Institute websites as appropriate.
- Also include an Acknowledgement of Country in all on-campus events as appropriate.

The division shall include a "*Welcome to Country*" by a local Indigenous Elder or give an "Acknowledgment of the Traditional Owners" at all significant institutional events. These may include but are not limited to graduation ceremonies, conferences, seminars and major public events as appropriate.

4 Related legislation

- Higher Education Support Act 2003 (Cth)
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 (Cth)
- Higher Education Standards Framework (Threshold Standards) 2021 (Cth)
- Education Services for Overseas Students (ESOS) Act 2000 (Cth)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
- Australian Qualifications Framework (AQF) (2nd ed. 2013, undergoing 2023–2024 revision)
- National Agreement on Closing the Gap (2020, revised 2023)
- Universities Accord (2023 interim report; final report pending)
- Reconciliation Australia's Reconciliation Action Plan (RAP) Framework