



Dublin International Study Centre

EQUALITY, DIVERSITY AND INCLUSION

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Equality, Diversity and Inclusion

Policy Statement

1. DISC is committed to fostering inclusive, respectful, and equitable learning and working environments for all learners, staff, and stakeholders. As an institution delivering international education, DISC recognises the rich diversity of its learner population and the responsibility to promote equal opportunities across all aspects of academic and campus life.

DISC believes that diversity enhances the educational experience, fostering creativity, innovation, and mutual understanding. We are dedicated to:

1. Respecting Differences: Recognising and valuing the visible and invisible differences that make each individual unique.
2. Creating an Inclusive Culture: Ensuring that all individuals feel welcomed, respected, and valued.
3. Promoting Equal Opportunities: Ensuring that no person is disadvantaged based on age, gender, sexual orientation, race, ethnicity, ability, religion or socio-economic background.

DISC does not tolerate discrimination, harassment, victimisation, or any form of exclusion based on protected characteristics or personal background.

Scope

2. This policy applies to all learners enrolled in programmes at DISC, as well as to all teaching, academic support, and administrative staff. It also extends to external stakeholders, including visitors, partners, and contractors. The policy covers all educational, social, and operational activities conducted under the auspices of DISC.

Legal and Policy Context

3. This policy is underpinned by national and international legislation and quality standards. It aligns with the Equal Status Acts 2000–2018, the Employment Equality Acts 1998–2015 (Ireland), and adheres to the QQI Core Statutory Quality Assurance Guidelines. It is further informed by the principles of the European Higher Education Area (EHEA), international best practices in equality and inclusive education, and the ELE Code of Practice for Education Agents and Providers.

Principles of Equality, Diversity and Inclusion at DISC

4. DISC is committed to fostering an inclusive educational environment that upholds the principles of equality, diversity, and inclusion across all aspects of its operations. The

table below outlines the key principles guiding this commitment and how they are applied in practice.

Principle	Application
Equity of Access	Ensuring fair access to educational opportunities, support, and resources, regardless of background.
Cultural Inclusion	Respecting and valuing cultural diversity in pedagogy, learner support, and communication.
Safe Environment	Maintaining a respectful, harassment-free, and supportive learning and working space.
Inclusive Curriculum	Including diverse perspectives in teaching materials and delivery methods.
Representation	Encouraging diverse learner and staff representation in leadership and the decision-making process.
Reasonable Accommodations	Supporting individual needs, including disability, neurodiversity, and language support.
Continuous Review	Monitoring data and experiences to identify gaps and drive improvement.

Responsibilities

5. EDI DISC is a shared responsibility across all roles within the institution. The table below outlines the specific responsibilities assigned to key roles in supporting the implementation and ongoing development of EDI policies and practices.

Role	Responsibility
Academic Board	Oversees EDI compliance and strategic initiatives.
Head of Quality	Monitors implementation, reviews data, and leads to the annual policy review.
Deputy Director of Curriculum and Progression	Include and monitor inclusive practices in curriculum, teaching and

	assessment.
Programme Manager	Policy implementation and promoting awareness of EDI among academic staff.
All Staff	Model inclusive behaviour, report concerns, and engage in EDI training.
Learners	Contribute to a respectful environment and participate in EDI initiatives,

Inclusive Implementation Strategies

6. To effectively realise DISC's commitment to EDI, a range of practical strategies are embedded across academic and operational activities. These strategies are designed to ensure that inclusive values are not only upheld in principle but are actively reflected in everyday practice:
- **Provide Training and Awareness:** Regular workshops and training sessions on cultural competence, unconscious bias, and inclusive practice for students through the Life, University and Intercultural Skills module.
 - **Ensure Accessible Learning:** Designing curriculum, learning, teaching and assessment materials that reflect diversity and cater to varied learning needs, as per the Learning, Teaching and Assessment Policy and the Observation of Learning and Teaching Policy.
 - **Promote Dialogue and Feedback:** Encouraging open dialogue through Ambassador Groups, feedback mechanisms, and inclusive events.
 - **Offer Support Systems:** Offer comprehensive support systems, including tailored accommodations for learners with specific needs (see the Reasonable Accommodations Policy).

Support and Reporting Structures

7. DISC places a strong emphasis on providing clear, accessible, and supportive pathways for reporting and addressing any concerns related to EDI. These structures are designed to ensure that all learners and staff feel safe, heard, and supported in raising issues, whether anonymously or confidentially. All concerns are treated seriously and handled with sensitivity and fairness.

Points of Contact and Reporting Channels

- **Welfare Team / Deputy Designated Safeguarding Lead (DDSL):** The first point of contact for EDI-related concerns, offering guidance and support to

learners and staff.

- **Anonymous Reporting:** An online mechanism that allows learners and staff to report incidents of discrimination, bias, or exclusion without revealing their identity.
- **Learner Representation:** Learners can raise concerns or contribute to EDI improvements through active participation in the Student Council and the Staff–Student Liaison Committee (SSLC).

Anonymous Online Reporting Form

An EDI complaints form is available through the Virtual Learning Environment (VLE), enabling users to submit incident details without providing personal identifying information. The form includes prompts such as:

- A description of the incident or concern.
- Date, time, and location.
- Names of individuals involved (if known).
- Any evidence or witness information.

Confidential Reporting to the Welfare Officer

Alternatively, learners and staff may choose to report concerns confidentially to the Welfare Officer or Programme Manager. While not anonymous, this option ensures that confidentiality is respected to the fullest extent possible. No action will be taken without the complainant's consent unless there is a safeguarding concern.

Regardless of whether a report is made anonymously or named, all complaints are taken seriously, with zero tolerance for retaliation.

Follow-up and Monitoring

Anonymous complaints are logged and monitored by the Programme Manager as part of DISC's commitment to continuous improvement. Where patterns or repeated concerns are identified (e.g. multiple complaints about a specific issue or individual), appropriate follow-up actions or policy interventions may be initiated.

Inclusive Education in Practice

8. At DISC, inclusive education is embedded in both curriculum design and day-to-day academic delivery. This approach ensures that teaching, learning, and assessment reflect and support the diverse backgrounds, needs, and perspectives of all learners. The following practices illustrate how DISC integrates EDI across the educational experience:
 - All programme content is reviewed annually for cultural sensitivity and relevance as part of the curriculum review process.

- Faculty members receive training in inclusive teaching practices and unconscious bias.
- Assessment methods are designed to accommodate diverse learning styles and are reviewed annually to ensure fairness and accessibility.
- Induction and orientation sessions explicitly highlight DISC's EDI values and available learner support resources.
- External guest speakers, case studies, and teaching materials are selected to reflect a broad range of global perspectives.
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Data Monitoring and Evaluation

9. To ensure that DISC's approach to EDI remains effective, evidence-based, and responsive to emerging needs. Data is systematically monitored and evaluated. This process supports transparency, accountability, and continuous improvement in line with our institutional goals.

Each year, DISC will review data relating to:

- Student admissions, progression, and outcomes, disaggregated by demographic characteristics.
- Staff recruitment, retention, and promotion across all departments.
- Complaints and reported incidents related to EDI.

The outcomes of this analysis will inform the Centre Action Plan (CAP) and will be formally discussed at Quality Committee and Academic Board meetings to ensure that necessary actions and improvements are identified and implemented.

Communication and Awareness

10. Effective communication is essential to embed EDI across the DISC community. DISC promotes awareness by ensuring that EDI policies, values, and initiatives are visible, accessible, and integrated into everyday institutional practices.
 - The EDI Policy is published on DISC's website and included in student and staff handbooks.
 - EDI commitments are incorporated into all agreements with partners and stakeholders.
 - Regular events celebrating diversity are organised to foster awareness, dialogue, and a sense of belonging within the community.

Review and Approval

11. This policy is owned by the Academic Board and reviewed by the Head of Quality on an annual basis or in response to legislative or strategic changes. Stakeholder feedback,

including feedback from learners and staff, will inform future versions.

Document Control

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