



## **Access and Equity Policy and Procedure**

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## Modification history

Date	Modification	Person responsible
03/01/12	New policy based on existing policy	Toni Schammer & Dr Ian Whyte
27/6/2012	Modification to Post-enrolment page 4	Gerald Lipman and Dr Ian Whyte
6/11/12	Addition to Changes to the Policy section	Gerald Lipman and Dr Ian Whyte
25/1/16	Minor title changes	Dr George Brown

### Definitions

“Access and Equity” is about removing barriers and opening up opportunities. In education and training, it means ensuring that people with differing needs and abilities have the same opportunities to successfully gain skills, knowledge and experience through education and training irrespective of their age, disability, colour, race, gender, religion, sexuality, family responsibilities, or location. It means identifying and addressing the training needs of everyone.

“Diversity” is the recognising and valuing of individual differences.

“Disability” the definition of a disability under the Disability Discrimination Act is broad and includes physical, intellectual, psychiatric, sensory, learning, neurological, physical disfigurement and the presence in the body of disease causing organisms.

## **Preamble**

The purpose of this policy is to provide a framework for ICHM's Access and Equity activities.

## **Policy**

ICHM is proactive in supporting fair access to educational opportunities and ensuring that all students have the opportunity to achieve according to their own individual potential. ICHM is committed to promoting, encouraging and valuing equity and diversity in regard to its staff and students.

ICHM will, at all times:

- Provide an environment of support and care for students
- Encourage cultural understanding and sensitivity
- Encourage early identification and intervention to support students
- Seek to ensure that practices are non-discriminatory and pay due consideration to the needs of all groups
- Evaluate all educational processes to ensure that they are inclusive and value students from a diverse background
- Ensure all policies and procedures are non-discriminatory
- Provide students with information about access and equity issues and the complaints resolution process

ICHM requests that students declare if they are in need of specific assistance with regard to language, literacy and numeracy so that specific learning support may be provided. Alternative learning and assessment strategies are employed by ICHM staff to assist students with special needs.

### **Reasonable adjustment**

ICHM understands that the educational program will sometimes need to make adjustments to ensure equal opportunity for students with disabilities. The nature of reasonable adjustments is such that they are designed to minimise the disadvantage experienced by learners with a disability, rather than provide learners with a competitive advantage. This can include administrative, physical or procedural modifications.

## **Procedure**

All ICHM staff members are responsible to ensure that they understand and implement this policy and behave in a courteous, sensitive and non-discriminatory manner when dealing with other staff, students and clients.

Likewise, all ICHM students are responsible for behaving in a courteous, sensitive and non-discriminatory manner when dealing with staff, other students and clients.

Students are encouraged to declare any disability as early as possible to allow for reasonable adjustments to be considered and implemented.

### *Pre-enrolment*

1. Any application received where an applicant has indicated a disability, along with any relevant supporting documentation will be sent to the Director, Student & Industry Engagement (or delegate) for assessment and follow up. The Director, Student & Industry Engagement (or delegate) will then provide the Director, Academic (or delegated nominee) with a recommendation as to whether reasonable adjustments are required and what these adjustments will be. The Principal (or delegated nominee) will reply to the Admission staff with the decision, who will communicate this to the applicant in writing. The privacy of the applicant will be maintained according to the ICHM Privacy Policy.
2. If the applicant continues with their enrolment any approved reasonable adjustments will be communicated to the relevant staff by the Admissions staff and a copy of the recommendation will be placed in the students' file. The Director, Student & Industry Engagement (or delegate), will co-ordinate implementation of the required reasonable adjustment in conjunction with the relevant staff.

### Post-enrolment

1. Where a student has been accepted into a course of study and the student declares to a staff member that they have a disability that requires reasonable adjustments the staff member will encourage the student to meet with the Director, Student & Industry Engagement (or delegate). The Director, Student & Industry Engagement (or delegate) in consultation with the student and after reviewing any supporting documentation will make a recommendation to the Director, Academic. The Director, Academic (or delegated nominee) will co-ordinate the implementation of the required reasonable adjustment in conjunction with the relevant staff. A copy of the recommendation will be placed in the students' file. The privacy of the student will be maintained according to the ICHM Privacy Policy.
2. Where the student declares to a staff member that they have a disability, the staff member will send a memo to the Director, Student & Industry Engagement (or delegate) and the Director, Academic outlining the students declaration and a copy will be placed in the students file.
3. If the student has not approached the Director, Student & Industry Engagement (or delegate) within 2 weeks of declaring the disability, the Director, Student & Industry Engagement (or delegate) will inform the Director, Academic and initiating staff member.

### **Relevant Legislation**

ICHM acknowledges its legal obligation under Federal and State legislation to ensure that all working and teaching practices are fair, equitable and non-discriminatory. The Equal Opportunity Act 1984 (SA), Racial Discrimination Act 1975 (Federal), the Sex Discrimination Act 1984 (Federal) and the Disability Discrimination Act 1992 (Federal) makes discrimination and harassment in the provision of education, employment and the provision of goods and services unlawful.

The Equal Opportunity Act makes it unlawful for anyone to be treated unfairly or discriminated against on the grounds of sex, sexuality, race, physical, intellectual impairment or age. Equal Opportunity law also makes lawful the establishment of special processes, measures or schemes, for the benefit of employees or students from equity targeted groups, which are designed to correct past disadvantages.

The Public Sector Management Act 1995 promotes the development of a diverse and non-discriminatory work environment and requires that employees treat the public and other employees with respect and courtesy, and conduct themselves in a public manner which will not reflect adversely on the public sector or other employees.

The Technical and Further Education Act 1976, requires that employees and students conduct themselves appropriately.

The Occupational Health, Safety and Welfare Act 1986 also requires that all employees and students be provided with a safe and healthy working and learning environment free from discrimination and/or harassment.

### **Changes to the policy**

The Chief Executive and Principal must approve any change to this Access and Equity Policy and Procedure.