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**1. Description and Scope**

IHNA endorses and abides by the relevant legislation in regard to the promotion of equal opportunity for all persons. This forms the basis for the recruitment, development and promotion of all staff and in the selection and education of all students.

This policy states how IHNA will provide inclusive education services and a learning environment that is free from discrimination, harassment and victimisation. This policy relates to the provision of all education and support services by IHNA to students. In addition, all staff and contractors employed or engaged by IHNA are obliged to comply with this policy.

**2. Responsibility**

The Managing Director has the overall responsibility of this Governance document. Other responsibilities are outlined within the procedure.

**3. Definitions**

None

**4. References**

Title	Document Identifier	Location	Custodian	Retention Period

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**5. Relevant Legislation**

Australian federal and state legislation makes it unlawful for organisations to discriminate against people because of their age, gender, race, marital status, sexuality, or physical or intellectual disability.

The following legislation underpins all matters related to access and equity at IHNA:

- Anti Discrimination Act 1977
- Disability Discrimination Act 1992 (including Disability Standards for Education)
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- The Equal Employment Opportunity Act 1987
- Human Rights and Equal Opportunity Commission Act 1996



## 6. Access and equity principles

The following principles are applied by IHNA in the development and implementation of all learning and assessment strategies. To ensure that the student recruitment and admission process is bias-free and nondiscriminatory, IHNA:

- Uses the same recruitment and admission process for all applicants
- Bases admission to courses and programs solely on availability of places and the applicant satisfying course entry requirements
- Provides applicants with adequate information and support to enable them to select the most suitable program for their needs.

To ensure that the learning environment is free from harassment, discrimination and victimisation, IHNA specifies standards of behaviour expected from students and staff in its Codes of Practice (HCI Group SharePoint site /QMS/Governance/IHNA-Gove-CP).

To ensure that all curricula developed by IHNA are inclusive of a range of student needs, IHNA:

- Considers issues relating to access and equity when specifying course entry requirements and prerequisites
- Offers flexible course design that provides multiple entry and exit points or pathways through the course, including credit transfer and recognition of prior learning
- Takes into account the requirements of students with a disability when designing courses
- Provides inclusive and non-discriminatory learning materials
- In the case of vocational courses, language, literacy and numeracy requirements are consistent with the vocational level of the qualification
- Provides different modes of study allowing students to have more flexibility to finish their respective study.
- Provides students without online access with information through other media according to needs.

IHNA provides an assessment process that is fair, valid, reliable and consistent through:

- Recognition of previously acquired skills and knowledge
- Adequate information on course and subject assessment, prior to enrolment in the course
- Adapting assessment to meet student needs while still maintaining a high quality, valid and consistent process (see reasonable adjustment below)
- Giving students the right to appeal an assessment or recognition decision
- Giving all students an equal opportunity to demonstrate competence.

Support is provided to those with special needs.

All students are equally important to IHNA regardless of the background of the students or mode of delivery of the course. IHNA will abide to the access and equity principles to protect the people involved with IHNA. Access and equity principle will be applicable throughout the period of a candidate contact with IHNA. IHNA will ensure all the course-admission-enrolment information is published in IHNA website providing equal access opportunity to all viewers. IHNA will ensure the students receive timely support from teaching and non-teaching faculty IHNA believes in adult learning principles



People from all social and cultural backgrounds will be equally treated; with due respect to Aboriginal and Torres Strait Islander people, people from Culturally and Linguistically Diverse background, people with disability and mature age students. Additional free of charge teaching-learning sessions will be arranged to the students who require extreme support. Students will be guided to external support agencies if required for specific support strategies. Training manager will be the IHNA representative to decide on this.

IHNA will acknowledge this privileged group student's life and work experiences, different learning styles and preferences, situational reality (e.g. lack of computer, language issues),

One on one attention will be provided by IHNA. Special requirements of the students will be assessed and discussed during the time of enrolment and will be documented. The students with less skill in computer will be given more support in a collaborative way by the Educators, IT team and per groups. Ongoing consultation with faculty and students with special requirements or from special circumstances will be made by the Training manager. IHNA will ensure that the institute's physical and electronic environments are accessible to people with special needs.

In addition, IHNA will provide support to this group of students in terms of assistance in completing the admission-enrolment paper works, providing emotional support and counselling by trained personnel at IHNA, early orientation and facility tour, extra introductory section with support staff, support from ALUMNI and by providing extra time to complete assessments.

- Re-assessment, moderation, leave and all other services offered by IHNA will be offered equally to all students.
- IHNA will act upon any discrimination (e.g. against a person with a disability, health conditions, cultural or religious practices, acts of racism) if observed by authorised faculty or on receiving a formal or informal complaint.
- IHNA will support all staff and student initiatives which may promote cross-cultural understanding and awareness.
- Privacy, confidentiality, dignity needs will be addressed at all times by IHNA abiding to legislation, human rights and opportunities.

Reasonable adjustment is provided to those with a disability or special need according to individual circumstances. This means providing the appropriate services and/or facilities for student learning and assessment.

Reasonable adjustment may include but is not restricted to:

- The use of adaptive/assistive technology (equipment and software designed for use by people with a disability)
- Educational support
- Alternative assessment methods
- Learning and assessment aids such as papers in large print or the use of scribes or interpreters
- Extra time to complete a course or assessment.

Learning support is facilitated for those with basic literacy, numeracy or English language difficulties or other identified areas of learning difficulty.



Special consideration may be granted if through misadventure (eg. illness, bereavement or personal trauma) a student is prevented from completing an assessment or sitting an examination; or believes that their performance in an assessment event has been affected by the incident.

IHNA's premises provide appropriate access to those with a physical disability. Where IHNA provides training and assessment at other venues, IHNA will ensure to the best of its ability that venues are accessible to people with a disability.

Complaints and appeals are addressed in a fair and fair manner. IHNA will promptly and thoroughly investigate all complaints and appeals in accordance with stated procedures. Students also have the right to appeal against any decisions as set out in the IHNA Student Complaints and Appeal Policy.

### Supportive documents

- Admission and enrolment procedure
- Deferral/leave of absence/ Withdrawal / Discontinuation policy
- Quality assurance and continuous improvement policy
- Assessment policy
- Academic participation and progress policy
- Risk assessment and risk minimisation
- Complaints and appeal policy