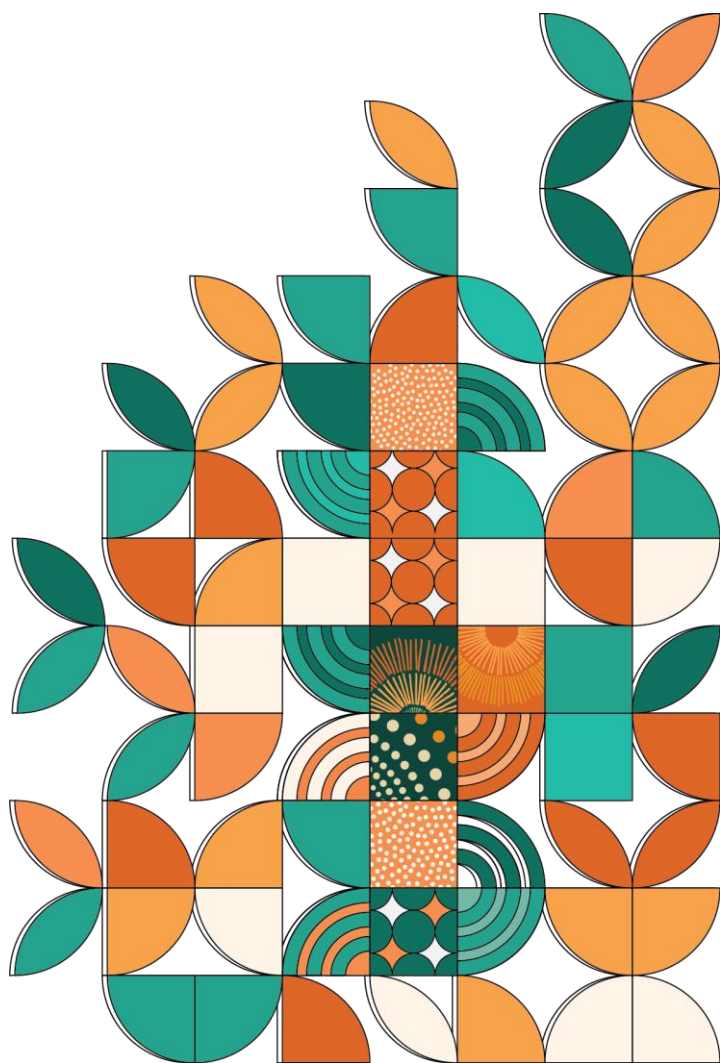


Access and Equity Procedure



SECTION 1

1. Purpose

- 1.1 This document sets out the procedures by which Institute of Health and Nursing Australia (IHNA) will ensure that staff and students are treated in a fair and equitable manner. This procedure is pursuant to the Access and Equity Policy.

2. Scope

- 2.1 This procedure is applicable to all IHNA staff, students and potential students. This policy relates to the provision of all training and support services offered by IHNA to students and potential students. In addition, all staff and contractors employed or engaged by IHNA are obliged to comply with this policy.

3. Definitions

- 3.1 **Access and equity:** The policies, procedures and approaches that ensure that IHNA's training programs are responsive to the diverse needs of all students and potential students. Access and equity are concerned with 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.
- 3.2 **Diversity :** Recognising and valuing individual differences.
- 3.3 **Disability:** According to Disability Discrimination Act 1992; disability, in relation to a person, can be defined as any of the following:
- a. Total or partial loss of the person's bodily or mental functions.
 - b. Total or partial loss of a part of the body
 - c. The presence in the body of organisms causing disease or illness
 - d. The presence in the body of organisms capable of causing disease or illness
 - e. The malfunction, malformation or disfigurement of a part of the person's body
 - f. A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
 - g. A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour and includes a disability that:
 - Presently exists
 - Previously existed but no longer exists

- May exist in the future (including because of a genetic predisposition to that disability)
 - h. Is imputed to a person.
 - To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of a disability.
- 3.4 **Reasonable adjustment:** Reasonable adjustment can be made to facilities, documentation, learning and assessment, and support services which will facilitate access for disabled students and potential students and staff to ensure valid and reliable assessment decisions at a reasonable cost while meeting the special requirements of the individual(s).
- 3.5 **Potential Students:** All persons seeking to enrol in a VET unit of study and who meet the course requirements as per the prevailing regulations.

SECTION 2

4. Procedure

- 4.1 This procedure outlines the reasonable adjustments and facilities, services and academic learning support that will be provided to students and potential students in the areas identified below. To ensure that the learning environment of IHNA is free from harassment, discrimination and victimization, IHNA will ensure:
- That staff, students and potential students are made aware of access and equity during of orientation or induction.
 - Adherence to privacy and confidentiality requirements.
 - The development of products, policies, systems and procedures are informed by access and equity principles.
 - IHNA has policies and procedures in place that support the principles of access and equity.
 - Continuous improvement and review of policies and procedures to meet legislative changes and student feedback.

5. Recruitment, Admissions and Enrolment

- 5.1 IHNA has open, fair and transparent procedures, based on merit for making decisions about:
- Selection, from among Potential Students
 - Treatment of students
- 5.2 All recruitment, admissions and enrolment processes undertaken by IHNA have been designed to be free from discrimination, regardless of student background, circumstances or eligibility for funding. There are published entry criteria for all students and potential students for all programs offered by IHNA with

access and equity issues contributing to the course entry requirements and prerequisites.

- 5.3 To ensure that the student recruitment and admission process is bias-free and non-discriminatory, IHNA:
- Uses the same recruitment and enrolment processes for all applicants: Admission to courses and programs is based on availability of places, clinical/work placement and the applicant satisfying course/qualification, entry requirements and funding entry requirements (where applicable). Each course/qualification has a specific course brochure that clearly outlines the Admission Criteria and Entry Requirements for all students and potential students.
 - Provides applicants with adequate information and support to enable the individual to select the most suitable program for their training requirements.
 - Admission Criteria and Entry Requirements do not prevent IHNA considering, in making decisions mentioned above, educational disadvantages that a particular student or potential student has experienced or the fact that the student or potential student may be enrolled via a VET restricted access arrangement.
 - Application and enrolment will be carried out according to IHNA's 'Application and Enrolment Procedure VET Courses' <https://www.ihna.edu.au/policydocuments/listing>.

6. Pre-Enrolment Procedures

- 6.1 Where potential students indicate any type of disability and/or learning difficulty on their initial enrolment application the following procedures will be applied:
- Any disabilities and/or learning difficulties indicated on the Institute's enrolment form will be recorded in the Student Management System and notification will be provided to Course Coordinators and relevant Trainers/Assessors for review as part of the enrolment process.
 - The Course Coordinators/Trainer/Assessor will be responsible for assessing the student's disabilities and/or learning difficulties, to determine whether reasonable adjustments can be implemented to provide appropriate training for the student. They will advise the applicant of the decision concerning enrolment and any reasonable adjustment that can be provided.
 - Course Coordinators/Trainers/Assessors will record enrolment decisions and details of reasonable adjustments in the Student Management System Training Plan and Comprehensive Assessment Record. All details will be provided to the applicant via the Academic Portal. If reasonable adjustments cannot be provided to accommodate the applicant this information also will be recorded in the Student Management System.
 - The Course Coordinators/Trainer/Assessor will coordinate the implementation of agreed reasonable

adjustments prior to the student's commencement in the training program.

7. Post Enrolment Procedures

7.1 For potential students who advise IHNA of any disabilities and/or learning difficulties during the student interview or orientation or after the commencement of their training program the following procedures will apply:

- Details of the student's disability and/or learning difficulties will be recorded in the Student Management System, Training Plan and Comprehensive Assessment Record. Details of the student's disability and/or learning difficulties will be provided to the Course Coordinators/Trainers/Assessors and to the Student Administration Officer.
- The Course Coordinators/Trainers/Assessors will undertake an interview with the student to determine whether reasonable adjustments can be provided to the student. The Course Coordinators/Trainers/Assessors will notify the student of the decision regarding reasonable adjustment and ensure that the decision is recorded in the Student Management System.
- The Course Coordinators/Trainers/Assessors will coordinate implementation of agreed reasonable adjustments as soon as possible, but no later than 10 working days.
- If reasonable adjustment cannot be provided, the decision will be recorded in the Student Management System and the student may be provided with course counselling. If an alternative course cannot be provided for the student, the Registrar will issue the student with a Termination of Enrolment Letter. The Termination Letter will include details of IHNA's Complaints and Appeals and Refund Policies.

8. Course Design

8.1 Course design and assessment is designed to be flexible and to enable reasonable adjustments if required. All training documents will be non-discriminatory and will avoid exclusive language and examples. To ensure that all curriculum and training materials 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 and training materials designed to provide multiple entry and exit points or pathways through the course (if applicable), including credit transfer and recognition of prior learning;
- Takes the requirements of students and potential students with a range of disabilities into account

when assessing courses for delivery;

- Provides inclusive and non-discriminatory learning and training materials;
- Will ensure that language, literacy and numeracy requirements are consistent with the vocational level of the qualification being considered or offered.

9. Support Services for Those with Special Needs

- 9.1 All enrolled students with a recognised disability will be offered specialised services to assist them in participating in training and assessment activities for which they are enrolled. These services may be provided by IHNA or contracted out to another person or agency.
- 9.2 IHNA takes all reasonable steps to provide a student with a recognised disability all support services on the same basis as a student without a disability (without discrimination).
- 9.3 If a specialised support service is required for a student with a recognised disability to participate in training and assessment activities required for the program in which they are enrolled is already provided by IHNA, staff will take reasonable steps to ensure the student with a recognised disability has access to those support service(s).
- 9.4 If a specialised support service is required for a student with a recognised disability to participate in the training and assessment activities required for the program they are enrolled is not provided by IHNA, IHNA will take reasonable steps to facilitate the provision of the service to the student by means of another agency.
- 9.5 People from all social and cultural backgrounds will be treated equally; due respect will be given to Aboriginal and Torres Strait Islander people, people from Culturally and Linguistically Diverse backgrounds (CALD), work and life experiences, people with disabilities and mature age students and potential students.
- 9.6 In order to provide appropriate support services to a student with a recognised disability, IHNA will:
- Consult with the enrolled student about the student's requirements of access to specialised support services;
 - Decide if an adjustment is justified so that the student can participate in training and assessment activities of the program in which they are enrolled;
 - Identify what an appropriate adjustment might include and make the necessary adjustment for the enrolled student;
 - IHNA will provide training to all staff to make them aware of support services available to students and potential students with recognised disabilities. This will allow staff to assist students and potential students in accessing required support services. IHNA will also facilitate the provision of

specialised services for student(s) (where necessary), including collaborative arrangements with specialised service providers.

9.7 IHNA may provide support services, or make arrangement for services to be provided, to students and potential students with a recognised disability including:

- The use of adaptive/assistive technology
- Educational support
- Alternative assessment methods
- Extra time to complete a course or assessment
- Learning support for basic literacy or numeracy difficulties

10. Support to Aboriginal and Torres Strait Islander and CALD background students and potential students

10.1 Students and potential students of Aboriginal and Torres Strait Islander background may choose to liaise with the Course Coordinator / Trainer/Assessor about the provision of support services. The Course Coordinator / Trainer/Assessor will assist with the arrangement of appropriate support services at IHNA's expense.

10.2 People from all social and cultural backgrounds will be treated equally; due respect will be given to Aboriginal and Torres Strait Islander people, people from Culturally and Linguistically Diverse backgrounds (CALD), work and life experiences, people with disabilities and mature age students and potential students.

10.3 Additional, free of charge teaching-learning sessions may be arranged for students and potential students who require extra support. Students and potential students will be guided to external support agencies, if required, for specific support strategies. Course Coordinator/Trainer/Assessor, as the IHNA representative, will make decisions regarding this service.

10.4 Any further requests and assistance required will be brought to the attention of the Aboriginal and Torres Strait Islander Education and Support Committee.

11. Academic and Learning Support

11.1 Reasonable adjustments can be made to provide learning and assessment support to accommodate students and potential students with a recognised disability.

11.2 Students and potential students should disclose any support requirements as early as possible (preferably at interview) to allow reasonable adjustment to be provided. In relation to academic and learning support reasonable adjustment may include:

- Assistance with literacy and numeracy.
- Alternative methods of assessment where reasonable. This may include the provision of oral assessments, changes to paper colour, font size or style where appropriate.
- An extension of time for completion of assessment tasks.
- All assessment pieces and tasks that IHNA utilise have been designed to be fair, reliable and consistent. All students and potential students are provided with the requirements of assessment for all units of competency at the beginning of study programs. Assessment for units of competency delivered in an online format have been adapted for flexible delivery and are provided to students and potential students in a relevant format.
- Any adjustment to assessment for students and potential students with disabilities will be negotiated prior to the assessment task being undertaken.

12. Facilities Access

- 12.1 The Campus Manager at each campus is responsible for ensuring campus buildings, rooms, toilets and resources comply with relevant building requirements including access for people with disabilities. Facilities will be reviewed every six (6) months and reports sent to the Work Health and Safety representative. If normal points of exit are not available, notices including alternative means of access will be posted where appropriate.
- 12.2 All staff are required to assist anyone needing help to access training materials, files, equipment, or other items that may be inaccessible to students and potential students.
- 12.3 Students and potential students with disabilities should have all materials made accessible to them without having to ask for assistance wherever possible. Any adjustments should be made by the Course Coordinator or designated officer before the student commences the course. Students and potential students may wish to indicate disabilities in their application form and/or during orientation.

13. Visual Impediments and Reading Impediments

- 13.1 When required, reasonable adjustments can be made to accommodate students and potential students who have problems with vision and/or reading. This may include reading aids and adaptive technology products available on the market to assist when reading, either in hard copy or electronic forms which include, but not are limited to:
- Monitors with large display
 - Large print materials or adaptive technology (such as Microsoft Magnifier)
 - Digital talking and audio books

- E-books with large format
- Microsoft Narrator (text to speech)
- Acetate sheets - coloured (dyslexia)
- English language pronunciation programs

14. Online Materials and Services

14.1 Students undertaking training either online or on-campus will have equal access to training and assessment materials and support services. While online materials and support services have been primarily developed for online learning students, all materials and services are also available to on-campus students and include the following:

- Online library and journals
- Training materials with learning outcomes
- Assessments that parallel on-campus training and learning
- Student and support services as currently provided.
- Online materials can be available in print for students who do not have online access. Adaptive technology is used where reasonable adjustment can be made.

15. Complaints (Grievance) and Appeals

15.1 Individuals who consider they have been treated unfairly are encouraged to use IHNA's Complaints and Appeals Policy and Procedure.

16. Reasonable Adjustment

16.1 A reasonable adjustment is a measure or action that will be taken to assist a student who has a recognised disability in participating in training on the same basis as other students. An adjustment is reasonable if it takes into account the student's learning needs and balances all parties affected – the student with the disability, IHNA, Institute staff and other students undertaking training.

16.2 IHNA is aware that the training programs delivered by the Institute will sometimes need adjustments to ensure equal opportunity for students with disabilities. The nature of reasonable adjustments is such that they are designed to minimise disadvantage experienced by learners with a disability, rather than provide learners with a competitive advantage. This can include administrative, physical or procedural modifications.

16.3 In cases of reasonable adjustment:

- A student with a recognised disability may not require adjustment under any circumstances, however some students may require multiple adjustments in multiple or all activities.
- At all times, the integrity of the training and the assessment requirements or processes must be maintained.
- IHNA will proceed in a timely manner when investigating and implementing any adjustments while at the same time, maintaining confidentiality in regard to the student with a recognised disability.

16.4 Factors that will be taken into account when assessing for reasonable adjustment include:

- The nature of the disability presented
- Information provided or accessed about a student's disability regarding how the disability will affect their ability to participate in training
- Clarifying the student's ability to comply with non-discriminatory requirements of a training program
- Seeking information from the student about their preferred adjustment, as the student may already have experience of assistive aids/services that may be suitable.

17. Costs and Benefits of Making Adjustments

17.1 The effects of reasonable adjustment on the Institute, staff and students and direct and indirect costs will be considered by IHNA including:

- The costs associated with staffing, special resources, and the modification of training materials and curriculum.
- Any adverse impact on learning, occupational and social outcomes for the student, other students and training staff.
- Benefits that may be experienced by all people and by IHNA by facilitating participation from a student with a recognised disability.

18. Exceptions

18.1 The Disability Discrimination Act Standards for Education 2005 renders an RTO or education provider's non-compliance with requirements of the standards to be lawful in the following circumstances:

- Where IHNA claims that it would impose unjustifiable hardship;
- The student's disability is an infectious disease or other condition whereby it is necessary to isolate the

student or to discriminate to protect the health and welfare of the other students and staff;

- Where IHNA is in compliance with courts orders, Human Rights and Equal Opportunity Commission decisions, prescribed law and regulations of the Commonwealth, State or Territory as Section 47 of the Disability Discrimination Act 1992.

19. Unjustifiable Hardship

19.1 When a reasonable adjustment is considered, balancing the interests of all parties concerned and whether the adjustment will impose hardship on IHNA are taken into account. If unjustifiable hardship is considered, IHNA will consider all financial and other resources that are reasonably available for the purposes of making any necessary adjustments for the student, and the impact of those adjustments on IHNA's capacity to provide training programs of high quality to all students while remaining financially viable.

19.2 IHNA will consider direct and indirect costs and benefits including:

- Costs associated with staffing, the provision of special resources, modifying training materials and curriculum;
- Any adverse effects on learning, occupational and social outcomes of the student, other students and training staff;
- Benefits from the student's participation which are available staff and students.

19.3 When IHNA applies the principles of unjustifiable hardship, IHNA will:

- Ensure that the process for seeking the adjustment is accessible and transparent;
- Notify the student regarding decisions made about the reasonable adjustment and the reasons for that decision-as soon as possible after the decision is made. The Course Coordinator will discuss the decision with the student and the outcomes will be recorded in the student management system.

20. Harassment and Victimisation

20.1 Disability harassment is defined as an action in relation to an individual's disability that is reasonably likely to humiliate, offend, intimidate or distress the individual with a disability.

20.2 IHNA has developed and implemented strategies and programs that are designed to support the rights of students and potential students with a disability and to provide them with training and assessment free from discrimination, harassment or victimisation on the basis of their disability (wherever possible)

20.3 IHNA has developed and implemented strategies and processes to prevent harassment or victimisation in the training environment. This includes all reasonable steps to ensure all staff, students and potential students are made aware of IHNA’s responsibilities to protect all students and potential students against harassment or victimisation and of the actions that must be undertaken if harassment or victimisation occurs.

21. Continuous Improvement

21.1 This Access and Equity Procedure for vocational education and training systems of IHNA will be continuously implemented and reviewed for areas of improvement. The procedure will be formally reviewed every three (3) years as part of the general continuous improvement process.

SECTION 3

22. Associated Information

Related Internal Documents	<ul style="list-style-type: none"> • Access and Equity Policy • Disability Policy • Aboriginal and Torres Strait Islanders Policy
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • Anti-discrimination Act 1997 • Age Discrimination Act 2004 • Disability Discrimination Act 1992 (including Disability Standards for Education) • Disability Discrimination Act 2005 • Racial Discrimination Act 1975 • Sex Discrimination Act 1984
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23. Change History

Version Control		Version 5.0
Version No.	Date	Brief description of the change, incl version number, changes, who considered, approved, etc.
V 4.0	10/03/2021	Separated Procedure from Policy, revised and updated with pertinent sections.
V 5.0	21/02/2024	Updated in the new IHNA template and logo