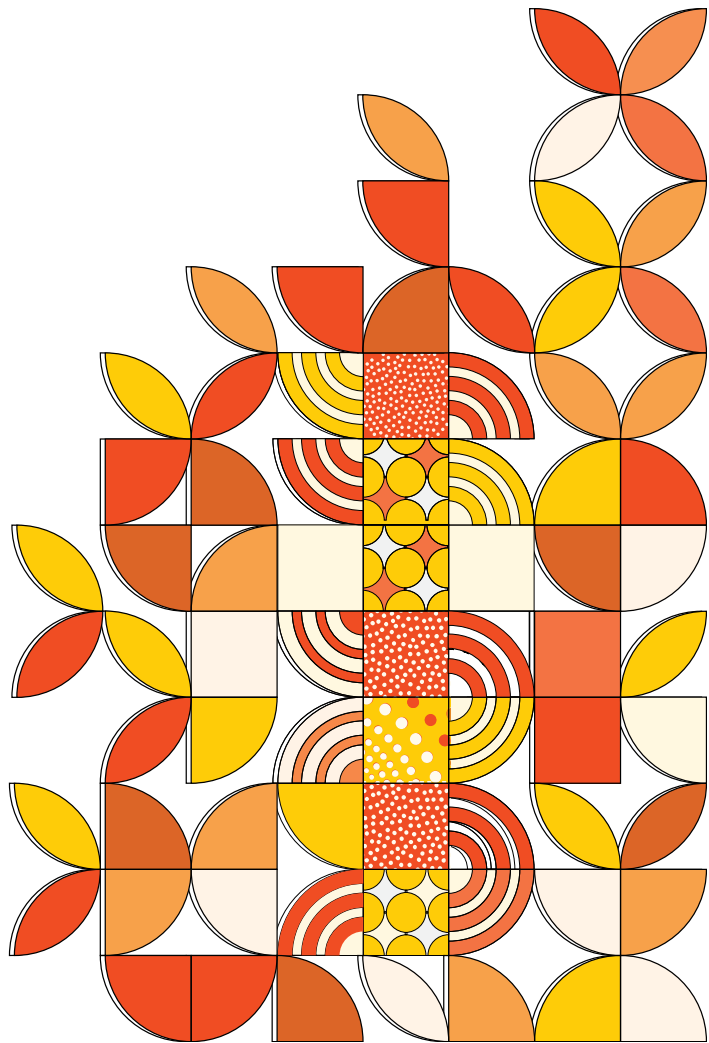


# Access and Equity Policy



## **SECTION 1**

### **Purpose**

1. This policy describes the Institute of Health & Management's (IHM's) principles framework for how the Institute of Health & Management (IHM) will ensure that students and staff are treated in a fair and equitable manner.

### **Scope**

2. This policy applies to all IHM students and staff.

### **Definitions**

3. The following definitions have their meaning as spelt out below:
  - a. **Access and equity** - Refers to the provision of access to courses of study and educational services on a fair and equitable basis, free from any arbitrary or discriminatory restriction.
  - b. **Diversity** - Refers to the uniqueness of individuals from a multiplicity of cultures having varied attributes, that result in an abundance of positive perspectives and insights.

### **Suite Documents**

4. This Policy is linked to the following procedures:
  - a. Access and Equity procedure
  - b. See also Associated Information listed in the 'Related Internal Documents' in Section 3 below.

## **SECTION 2**

### **Policy**

5. **Providing and Promoting Non-discriminatory Processes**
  - a. IHM is committed to providing and promoting non-discriminatory, inclusive practices and processes to provide equal opportunities for all students to achieve their learning outcomes.
  - b. IHM strives to ensure that its decision-making processes reflect a commitment to access and equity and treating all students or prospective students fairly.
6. **Avoidance of the Creation of Artificial Barriers**
  - a. IHM is responsive to the individual needs of students whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment or remote location may present a barrier to access, participation and/or the achievement of suitable outcomes.
  - b. IHM will actively seek to avoid processes and policies that have the potential to increase barriers to participation in courses.
  - c. IHM acknowledges that many applicants and students face barriers to participation in higher education.
  - d. IHM is committed to minimising access barriers.

### 7. Respect for Students' and Applicants' Information

- a. IHM will respect the students and applicants' rights to privacy and confidentiality of information.
- b. Student consent will be sought to share and/or publicise any personal information, e.g., disability and related matters.

### 8. Legislative and Ethical Obligations

- a. IHM will take all reasonable steps to ensure that policies, procedures and practices meet legislative and ethical obligations.

### 9. Continuous Improvement

- a. IHM will make ongoing improvements to policies, procedures and practices to ensure they reflect student feedback, research into best practice, including changes to legislation.

## SECTION 3

### Associated Information

<b>Related Internal Documents</b>	<ul style="list-style-type: none"> <li>• Access and Equity Procedure</li> <li>• Student Selection and Admission Policy</li> <li>• Student Selection and Admission Procedure</li> <li>• Complaints and Appeals Policy</li> <li>• Complaints and Appeals Procedure</li> <li>• Learning and Teaching Policy</li> <li>• Learning and Teaching Procedure</li> <li>• Student Support and Advocacy Services Policy</li> <li>• Student Support and Advocacy Services Policy</li> <li>• Disability Policy</li> <li>• Disability Procedure</li> </ul>
<b>Related Legislation, Standards, and Codes</b>	<ul style="list-style-type: none"> <li>• Tertiary Education and Quality Standards Agency Act 2011</li> <li>• Higher Education Standards Framework (Threshold Standards) 2021</li> <li>• TEQSA Guidance Notes:</li> <li>• Education Services for Overseas Students Act 2000</li> <li>• National Code of Practice for Providers of Education and Training to Overseas Students 2018</li> <li>• Disability Discrimination Act (1992)</li> <li>• Disability Standards for Education 2005</li> </ul>
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### Change History

Version Control		Version 2
Change Summary	Date	Short description of change, incl version number, changes, who considered, approved etc.
	7/01/2021	<ul style="list-style-type: none"> <li>Policy and Procedure are separated into two documents</li> <li>Added version number</li> <li>Minor editorial changes</li> <li>Amended by the Learning and Teaching Committee at its meeting in December 2020 and feedback incorporated by the Director, Quality Assurance</li> </ul>