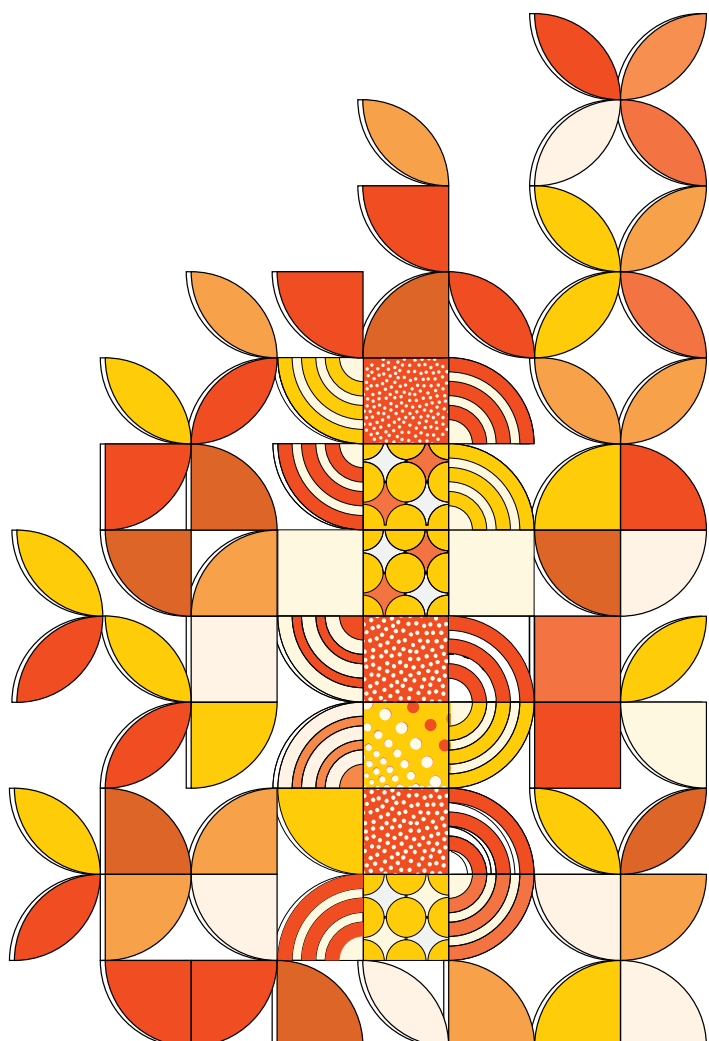


Access and Equity Procedure



SECTION 1

Purpose

1. The purpose of this document is to set out the procedures the Institute of Health & Management (IHM) will follow and use to ensure that students and staff are treated in a fair and equitable manner.

Scope

2. This procedure 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 Procedure is linked to the following policy / policies:
 - a. Access and Equity policy
 - b. See Associated Information listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Procedure

5. Principles

- a. The Student Selection and Admission Policy and related procedures are aligned to the principles outlined in this policy.
- b. Should demand for places exceed supply, student selection will be exercised on a fair and equitable basis.

6. Course Design

- a. IHM courses are designed aligned to the principle of 'avoidance of the creation of artificial barriers.
- b. Where a course is designed to prepare students for work in a specific profession or vocation, the requirements for participation will be set with reference to the demands of that occupation but will not be exaggerated or over emphasised.

7. Support Services for Students with Special Needs

- a. The Student Support and Disability Policies assure a variety of services to assist students with special needs.
- b. Should a student, who has special needs, apply to participate in a course of study at IHM, reasonable steps will be taken to enable participation.
- c. Reasonable steps may include:
 - The use of adaptive/assistive technology,

- Educational support,
- Alternative assessment methods,
- Extra time to complete a course or assessment task, or
- Learning support for basic literacy or numeracy difficulties.

8. Diversity and Equity Consideration

Diversity	Equity Considerations
Students subject to emotional, physical, and sexual violence	<p>Staff training to accommodate sensitivities when communicating with individuals who have been subject to violence.</p> <p>Guidelines in place to help staff recognise and report to authorities.</p>
Aboriginals and Torres Strait Islanders	<p>Understanding local and national Aboriginal and Torres Strait Islander culture including languages, customs, and community structures.</p> <p>Awareness of cultural sensitivities relating to gender roles, kinship structures, social dynamics, and traditional practices.</p> <p>Take help from Aboriginal and Torres Strait members where appropriate.</p> <p>Delivery of cultural sensitivity training for all staff members.</p>
Culturally and Linguistically Diverse	<p>Ensure that all staff who are working with or are in contact with culturally and linguistically diverse individuals including older persons are appropriately trained to understand culturally and linguistically diverse and ageing client needs.</p> <p>Staff knowledge of the common languages and cultures within their service delivery area.</p> <p>Consider the specific services needs of the aged, veterans, refugee and migrants using services.</p> <p>Employment of multilingual staff for the provision of being translators and interpreters via face-to face, telephone or video conference where appropriate.</p> <p>Ensure that website and advertising materials are clear, meet accessibility guidelines and cater to the multiple language options of client groups.</p>

9. Accessibility of Learning and Teaching Materials

- The online course delivery methods chosen for some IHM courses provide many advantages in terms of overcoming barriers to participation in study.
- In the case of students with a physical disability or other special needs, travelling to a physical location can add additional barriers and we avoid this by teaching them online.
- However, there are still specific measures needed to provide access for students with special needs.
- IHM will provide information and resources regarding screen reading, voice recognition software and other adaptive technologies and techniques that can enable study.
- IHM will ensure that on campus students have access to support facilities and support is available to all students.

- f. Course materials can be modified to individual student needs.

10. Complaints and Appeals

- Individuals who consider that they have been treated unfairly are encouraged to discuss their complaint or matter with a staff member seeking an informal resolution.
- Where this is not possible or where the matter cannot be resolved informally, students may lodge a formal complaint by following the procedures outlined in the Complaints and Appeals Policy and related procedures.

SECTION 3

Associated Information

Related Internal Documents	<ul style="list-style-type: none"> Assessment Policy and Procedures Copyright Policy and Procedure for Staff and Students Student Misconduct Policy and Procedure
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> Tertiary Education and Quality Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 TEQSA Guidance Notes: Education Services for Overseas Students Act 2000 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Disability Discrimination Act (1992) Disability Standards for Education 2005
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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">• Policy and Procedure are separated into two documents• Added version number• Minor editorial changes• Amended by the Learning and Teaching Committee at its meeting in December 2020 and feedback incorporated by the Director, Quality Assurance• Version 2 approved by Academic Board in February 2021