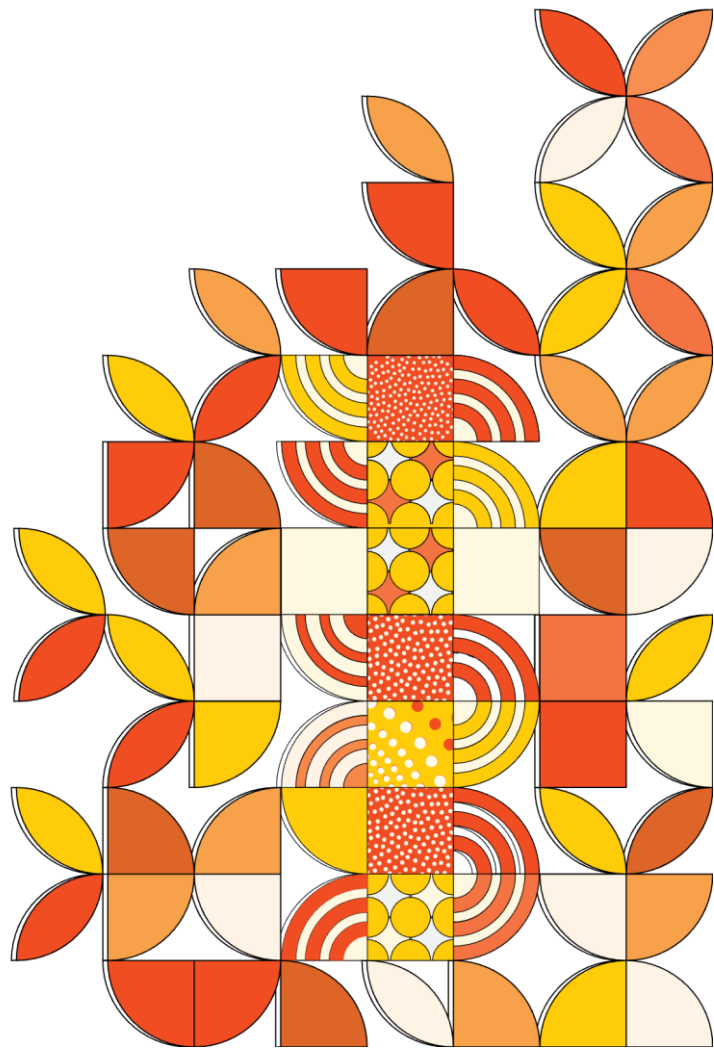


Access and Equity Procedure



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 will ensure that students and staff are treated in a fair and equitable manner.

Scope

1. This procedure applies to all IHM staff and student enrolled in a course of study at IHM including:
 - a) All on shore international students, to whom the Education Services for International Students Act 2000 applies.
 - b) All students enrolled in an ongoing course of study that is delivered fully online or through any form of distance education that does not involve students' presence at a designated physical location.
 - c) All domestic students
 - d) All ELICOS students
 - e) All campuses of IHM

Definitions

2. Definitions for key terms are presented in the [Glossary of Terms](#).

Suite documents

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

SECTION 2

Procedure

4. **Recruitment and Admissions of Students**

- 4.1 IHM has open, fair, and transparent procedures based on merit for making decisions about:
 - a) Selection from among potential students
 - b) Treatment of students
- 4.2 All recruitment, admissions, and enrolment processes undertaken by IHM are 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 IHM, with access and equity considerations integrated into the course entry requirements and prerequisites.

5.3 To ensure that the student recruitment and admission process is bias-free and non-discriminatory, IHM:

- a) Uses the same recruitment and enrolment processes for all applicants: Admission to courses and programs is based on the availability of places, clinical/work placement opportunities, and the applicant meeting 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.
- b) Provides applicants with adequate information and support to enable them to select the most suitable program for their needs
- c) Ensures that Admission Criteria and Entry Requirements do not prevent IHM from considering educational disadvantages that a particular student or potential student has experienced
- d) Conducts application and enrolment processes in accordance with IHM's Admission and Enrolment Policy and Procedure.

5. **Pre-Enrolment Support**

5.1 When potential students indicate any type of disability and/or learning difficulty on their initial enrolment application, the following procedures will be applied:

- a) Any disabilities and/or learning difficulties indicated on IHM's enrolment form will be recorded in the Student Management System, with notifications sent to Course Coordinators and relevant Trainers/Assessors for review as part of the enrolment process.
- b) The Course Coordinators/Trainer/Assessor will assess the student's disabilities and/or learning difficulties to determine whether reasonable adjustments can be made to provide appropriate training. They will inform the applicant of the enrolment decision and any reasonable adjustments that can be provided.
- c) Enrolment decisions and details of reasonable adjustments will be recorded in the Student Management System Training Plan and Comprehensive Assessment Record. All details will be communicated to the applicant via the Student Portal. If reasonable adjustments cannot be made, this information will also be recorded in the Student Management System.
- d) The Course Coordinators/Trainer/Assessor will coordinate the implementation of agreed reasonable adjustments before the student begins the training program.

6. Post-Enrolment Support

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

- a) Details of the student's disability and/or learning difficulties will be recorded in the Student Management System. These details will be provided to the Course Coordinators, Trainers/Assessors, and the Student Support Officer.
- b) The Course Coordinators/Trainers/Assessors will conduct an interview with the student to determine whether reasonable adjustments can be provided. They will notify the student of the decision regarding reasonable adjustments and ensure that the decision is recorded in the Student Management System.
- c) The Course Coordinators/Trainers/Assessors will coordinate the implementation of agreed reasonable adjustments as soon as possible, but no later than 10 working days.
- d) If reasonable adjustments cannot be provided, the decision will be recorded in the Student Management System, and the student may be offered course counselling. If an alternative course cannot be provided, the Registrar will encourage the student to withdraw from the course. Each application will be looked on case-by-case basis and follow IHM's Complaints and Appeals and Fee, Charges and Refund Policy and procedure.

7. Course Design

7.1 Course design and assessment at IHM are intended to be flexible and accommodate reasonable adjustments as needed. All training documents will be non-discriminatory and avoid exclusive language and examples. To ensure inclusivity in curriculum and training materials, IHM will:

- a) Consider access and equity issues when specifying course entry requirements and prerequisites.
- b) Offer flexible course and training materials with multiple entry and exit points or pathways, including credit transfer and recognition of prior learning.
- c) Account for the needs of students and potential students with a range of disabilities when assessing courses for delivery.
- d) Provide inclusive and non-discriminatory learning and training materials.
- e) IHM courses are designed aligned to the principle of 'avoidance of the creation of artificial barriers'.
- f) 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.

8. Support Services for Students with Special Needs

8.1 The Student Support and Accessibility Policies assure a variety of services to assist students with special needs.

8.2 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.

8.3 Reasonable steps may include:

- a) The use of adaptive/assistive technology,
- b) Educational support,
- c) Alternative assessment methods,
- d) Extra time to complete a course or assessment task, or
- e) Learning support for basic literacy or numeracy difficulties.

9. 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>
Aboriginal 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> <p>Any further requests and assistance required will be brought to the attention of the Aboriginal and Torres Strait Islander Education and Support Committee.</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>
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10. Accessibility of Learning and Teaching Materials

- 10.1 The online course delivery methods chosen for some IHM courses provide many advantages in terms of overcoming barriers to participation in study.
- 10.2 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.
- 10.3 However, there are still specific measures needed to provide access for students with special needs.
- 10.4 IHM will provide information and resources regarding screen reading, voice recognition software and other adaptive technologies and techniques that can enable study.
- 10.5 IHM will ensure that on campus students have access to support facilities and support is available to all students.
- 10.6 Course materials can be modified to individual student needs.

11. Complaints and Appeals

- 11.1 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.
- 11.2 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	<p>Access and Equity Policy Student Selection and Admission Policy Student Selection and Admission Procedure Complaints and Appeals Policy Complaints and Appeals Procedure Learning and Teaching Policy Learning and Teaching Procedure Student Support and Advocacy Services Policy Student Support and Advocacy Services Policy Accessibility Policy Accessibility Procedure</p>
Related Legislation, Standards, and Codes	<p>Tertiary Education and Quality Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 TEQSA Guidance Notes: Diversity and Equity 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</p>
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Responsibility for implementation	Academic Department
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IHM Doc ID	IHM-AEP1-3.0

Change History

Version Control		
Change Summary	Date	Short description of change, incl version number, changes, who considered, approved etc
Version 2.0	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 2.1	28/11/2023	<ul style="list-style-type: none"> • The definitions have been relocated to the IHM glossary and the template has been updated.

Version 3.0	14/06/2024	<ul style="list-style-type: none">• Added section of Social Inclusion• Added section of Equal Opportunity• Added Policy statement to comply with HESF Standard 7.2.2d
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