

Policy and Procedure

Name:	Access, Equity & Support
Approved by:	Director Customer Success
Date Approved:	21/06/2016
Approved by:	Head of Compliance, VET
Date Approved:	21/06/2016
Implementation Owner	Head of Student Engagement
Maintenance Owner	Head of Compliance
Review Date	01/06/2017

SECTION 1 – INTRODUCTION..... 2

 CONTEXT 2

 PURPOSE..... 2

 SCOPE..... 2

SECTION 2 – POLICY 3

 PRINCIPLES 3

 POLICY 3

SECTION 3 – PROCEDURE 4

 ONGOING ACTIONS..... 4

 AIMET ONLINE ETIQUETTE PROTOCOL 4

 IDENTIFICATION OF SPECIAL NEEDS..... 5

 LANGUAGE, LITERACY AND NUMERACY 5

 DISABILITY 5

 REASONABLE ADJUSTMENT 6

 UNJUSTIFIABLE HARDSHIP 6

 SOURCES OF SUPPORT 7

 REPORTING 7

SECTION 4 – REFERENCE AND SUPPORTING INFORMATION..... 8

 DEFINITIONS 8

 SUPPORTING DOCUMENTATION 9

SECTION 5 – GOVERNANCE 10

 RELATED EXTERNAL REFERENCES..... 10

 CHANGE HISTORY 14

SECTION 1 – INTRODUCTION

CONTEXT

Australian Institute of Management Education and Training (AIMET) is committed to a policy of fair and equitable access to services for all stakeholders and is committed to providing support to encourage equal educational opportunity. AIMET will pursue this policy and these principles actively so that they may contribute to the fulfilment of its missions and goals.

PURPOSE

This Access, Equity and Support Policy ensures fair and equitable access and support to our services. AIMET embraces the concept and beliefs of equity and strives to maximise opportunities, access, choice and flexibility for all people and communities involved with the Institute and its subsidiary entities.

SCOPE

This policy and procedure applies to all staff and students studying with AIMET

SECTION 2 – POLICY

PRINCIPLES

The Access, Equity and Support Policy and Procedure is committed to and guided by the principles of:

- Access
- Equity
- Fairness
- Support for disadvantage
- ATSI Cultural Awareness
- Discrimination & Harassment

POLICY

Australian Institute of Management and Training will strive to meet the needs of individuals and the community as a whole through fair treatment and the integration of access and equity guidelines. Current principles of social justice, including the *Disability Standards for Education 2005*, will be appropriately addressed in all aspects of its operations. These operational areas include enrolment, participation, curriculum development, training delivery and assessment, student support services, and include elimination of harassment discrimination and victimisation.

It is important to note that this policy applies to all MyAIM activity, and classroom based study. AIMET Management, employees, contractors, delegates and visitors to AIMET premises. Acts of bullying and harassment, criminal activity, and offensive and graphic content will not be tolerated.

AIMET will ensure that equity principles for all people are implemented through the fair and reasonable allocation of resources and the right to equality of opportunity without discrimination or harassment. AIMET will endeavour to provide opportunities for under-represented groups to participate in the vocational education and training system. This will be done through such means as the implementation of customer-oriented programmes targeting the specific needs of market segments, and ensuring that the opportunities and benefits of Commonwealth assistance are made equally available to all eligible students.

The Australian Institute of Management makes all VET FEE-HELP information available to students by clearly and prominently publishing the following on its website including, fair treatment and equal opportunity procedures.

SECTION 3 – PROCEDURE

ONGOING ACTIONS

1. ensure the establishment of non-discriminatory student selection procedures which uphold the principle that all applicants seeking to enrol are treated fairly and equitably and also encourage fair access for members of under-represented groups (such as people with a disability, Aboriginal and Torres Strait Islander people, people with a non-English speaking background, Australian South Sea Islanders, people with language, literacy and numeracy difficulties, and older people);
2. ensure open, fair and transparent procedures for making decisions about the selection of students, which are based on the published clearly-defined entry requirements, and that students are selected on merit, based on those requirements and on an individual case by case basis.
3. ensure access and equity issues are considered during development of training and assessment strategies; attention will be given to provision of a mix of appropriate instructional and assessment modes, support provided for students with special needs, and reasonable adjustment will be available;
4. provide access to staff development to assist staff who deliver training to under-represented groups; and
5. provide access to staff development to assist assessors meet the needs of a diverse range of clients.

AIMET ONLINE ETIQUETTE PROTOCOL

Student Guidelines

When communicating within MyAIM online learning systems you are expected to follow the same standards of behaviour as you would in a classroom situation and obey the rules of online etiquette:

- Be respectful of your fellow students and Ivy staff.
- Value the opinions of others. While you should feel free to disagree and present your own point of view you must do so in a manner that does not denigrate the opinions of others.
- Use appropriate language and never use language that could be found offensive.
- At no time attack others personally.
- Do not act in a way that could constitute harassment, bullying or discrimination.
- The use of offensive, violent and graphic content is prohibited.
- Be careful of using CAPITAL LETTERS when posting. The use of CAPS can be interpreted as shouting.
- Use humour or sarcasm very carefully as this can often be misinterpreted.

Sexual Exploitation

Australian Institute of Management Education and Training regards sexual exploitation as a serious offense. Sexual exploitation can include solicitation of sexual material, any sexual content involving minors, threats to share intimate images and offers of sexual services. An investigation will be undertaken and appropriate sanctions and corrective measures will be instituted if the allegations warrant such action. Persons who commit acts of intimidation and harassment will be required to immediately discontinue such conduct and will be disciplined according to the severity of the case.

Appropriate discipline may include actions up to and including termination of employment or refusal of further services offered by AIMET.

For the Safety of its Students, the MyAIM Student Platform is moderated by AIMET staff, including Student Support. AIMET discourages the creation of external forums and sites by students for the purposes of between student academic dialogues. AIMET is unable to monitor these sites and ensure student safety in these external environments.

Where students wish to create additional forums relevant AIMET staff will assist with this process.

If students have any concerns or would like to report something they have viewed in MyAIM, they are to contact Student Support.

IDENTIFICATION OF SPECIAL NEEDS

When enrolling into accredited programs AIMET is obligated to obtain Australian Vocational Education and Training Management of Information Statistical Standard data which includes: whether students are Aboriginal or a Torres Strait Islander; and whether students have a disability.

Students with additional support requirements for their special needs may be referred to external services such as counselling, medical assistance, psychologist, community services, etc. Refer to Related External References in Section 5 below.

LANGUAGE, LITERACY AND NUMERACY

Applicants or existing students identified with special needs in regard to language, literacy or numeracy will be provided with assistance to maximise the possibility of a successful outcome to the training. It should be noted that special needs does not constitute a disability.

The Trainer / Assessor or Student services person will consult with each student in private. Discussion will focus on the student's need(s), his/her view of the assistance required, and how best to address the need(s). Possible options could be additional English language classes, special tutoring, and/or outsourcing of specialised assistance.

DISABILITY

Each individual with a disability will have different needs, so it is not possible to implement a set of specialised services which will suit all students with disabilities. Instead the following process recommended within the Disability Standards will be employed:

- Step 1: Consultation with the student – regarding all relevant circumstances and interests, including the student's needs, the disability (if applicable) and his/her views on the assistance required;
- Step 2: Consideration of whether a reasonable adjustment is necessary – would an adjustment be reasonable and to what extent would it achieve the aims?
- Step 3: Identification of a reasonable adjustment if it is necessary – is there any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student?
- Step 4: Making the reasonable adjustment – within a reasonable time according to the provision of relevant information in the student's possession about how they would be affected in relation to training.

This process must be repeated at regular intervals to ensure continuity in meeting the changing needs of the learner. AIMET provide wheelchair access for classroom based courses.

Further information on working with people with a disability and information on agencies provided support for people with disabilities can be obtained from the following national web site:

<http://www.acrod.org.au/>

REASONABLE ADJUSTMENT

It is expected that a person with a disability will be able to advise AIMET in regard to what adjustments he or she needs to be able to participate in training and assessment. If necessary, AIMET will seek advice from government agencies or support organisations to determine what needs to be done to accommodate the requirements of the individual.

The following factors will be considered:

- the nature of the individual's disability;
- the information provided by, or on behalf of, the student about how the disability affects his/her ability to participate;
- the student's (or associate's) views about the adjustment;
- information provided by the student about his or her preferred adjustment;
- the effect of the adjustment on anyone else affected;
- the effect of the adjustment on the student, their ability to participate, achieve learning outcomes and operate independently; and
- the costs and benefits of making the adjustment.

Reasonable adjustment activities could involve, but not be limited to:

- providing additional lighting;
- providing an adjustable workstation or special seating;
- modifying equipment or providing special adaptive technologies such as voice-activated computer software, special keyboard, large screen monitor or associated aids;
- providing special assistance such as an interpreter for deaf candidates and provision of paper-based materials in advance of face to face sessions;
- adapting the training methodologies, without impacting on the delivery of the essential skills, knowledge and understanding required for the relevant competencies; and
- adapting the assessment methodologies, without impacting on the validity of the attainment of the relevant competencies. For example: allowance of extra time, varying question and response modalities (such as use of oral questioning rather than written, and audiotaped or videotaped answers instead of written answers).

The possibilities are considerable and staff members need to think laterally. For example: a learner with a physical impairment may not be able to physically undertake a certain activity, but they may be able to direct someone else to do so. In some cases, this will meet the requirements of the unit of competency, such as for a supervisor who needs to know how to do something but does not have to physically do it.

UNJUSTIFIABLE HARDSHIP

Once an adjustment is considered reasonable in the circumstances, balancing the interests of all parties affected, the next step is to consider whether it would nonetheless impose unjustifiable hardship on the provider.

Where a claim of unjustifiable hardship is made, a provider should take into account all the financial and other resources that are reasonably available for the purpose of making any necessary adjustments for the student, and the impact of those adjustments on their capacity to provide education of high quality to all students while remaining financially viable.

SOURCES OF SUPPORT

There are many sources of support in the employment, training and assessment of a person who has a disability; some of these are listed under the *Related External Sources* section of this document.

REPORTING

A staff member who has been notified of behaviour in breach of this policy or who has observed or experienced behaviour, which may constitute a breach of this policy, whether by another staff member or by a student, must notify the Chief Executive Officer without delay.

SECTION 4 – REFERENCE AND SUPPORTING INFORMATION**DEFINITIONS**

Word/Term	Definition
Disability	<ul style="list-style-type: none"> a. total or partial loss of the person's bodily or mental functions; or b. total or partial loss of a part of the body; or c. the presence in the body of organisms causing disease or illness; or d. the presence in the body of organisms capable of causing disease or illness; or e. the malfunction, malformation or disfigurement of a part of the person's body; or f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or 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 <p>Includes a disability that presently exists or previously existed but no longer exists, may exist in the future, or is imputed to a person.</p>
Reasonable adjustment	<p>An adjustment is a measure or action taken to assist a student with a disability to participate 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 the interests of all parties affected, including the student, the provider, staff and other students.</p>
Discrimination	<p>Discrimination is any practice that makes distinction between individuals or groups so as to arbitrarily advantage one and disadvantage the other. Discrimination occurs when somebody is treated less favourably on the grounds of the following attributes: • sex • imputed characteristics (stereotypes) • parental status • lawful sexual activities • marital status • race • age • impairment (physical or intellectual) • disability • religion • political belief or activity • trade union activity • pregnancy or lactation</p> <p>Discrimination may involve: • offensive jokes or comments about a person's racial or ethnic background, sex, sexual preference, age, disability or physical appearance • display of pictures, cartoons or posters that may be offensive or derogatory • expressing negative stereotypes for a particular group • judging someone on their religious beliefs rather than their work performance • using stereotypes or assumptions to guide decision making about someone's career • undermining a person's authority or work performance because you dislike one of their personal characteristics</p>
Sexual Harassment, Victimization and Bullying Sexual harassment	<p>Sexual Harassment, Victimization and Bullying Sexual harassment is defined as any unwanted or unwelcome sexual behaviour which makes a person feel offended, humiliated or intimidated. Sexual harassment as defined under the Commonwealth Sex Discrimination Act 1984 occurs when: • a person makes an unwelcome or uninvited sexual advance, or an unwelcome or uninvited request for sexual favours, to the person</p>

	<p>harassed, or • engages in other unwelcome or uninvited conduct of a sexual nature in relation to the person harassed; and • the person harassed is offended, humiliated or intimidated. Examples of sexual harassment include: • unwelcome or uninvited physical touching • sexual or suggestive comments, jokes or innuendoes • unwelcome or uninvited request for sex • intrusive questions about a person's private life • the display of sexually explicit material (eg posters, pictures) • unwanted invitations © Australian Institute of Management Education and Training 5 • staring or leering • sex based insults or taunts • offensive communications, including telephone calls, letters, faxes and email</p> <p>Sexual harassment may be a single incident or repetitive behaviour. For example, an unwanted invitation or compliment may not constitute harassment if it is not repeated. However, some actions or remarks are so offensive that they constitute sexual harassment in themselves such as unwelcome or uninvited physical contact.</p>
--	---

SUPPORTING DOCUMENTATION

Document name	Document type	Location
Admissions Policy	Policy	External website
Assessment Policy	Policy	External website

Reference Documents:

Australian Human Rights Commission Act 1986 (Cth)
 Workplace Gender Equality Act 2012 (cth); and Fair work Act 2009 (Cth)
 Australian Capital Territory Discrimination Act 1991 (ACT);
 New South Wales Anti-Discrimination Act 1977 (NSW);
 Northern Territory Anti-Discrimination Act 1996 (NT);
 Queensland Anti-Discrimination Act 1991 (QLD);
 South Australia Equal Opportunity Act 1984 (SA);
 Tasmania Anti-Discrimination Act 1998 (TAS);
 Victoria Equal Opportunity Act 1995 (VIC)

Commonwealth Legislation:
 Age Discrimination Act 2004 (cwth)
 Disability Discrimination Act 1992
 Racial Discrimination Act 1975
 Sex Discrimination Act 1984

SECTION 5 – GOVERNANCE

RELATED EXTERNAL REFERENCES

Sources of support for employment, training and assessment

There are many sources of support in the employment, training and assessment of a person who has a disability; some of these are listed below.

Association of Competitive Employment (ACE) National Network

ACE represents agencies who deliver open employment services for people who have a disability.

PO Box 5198

Alphington VIC 3078

Ph: 03 9411 4033

Fax: 03 9411 4053

Email: info@acenational.org.au

Website: www.acenational.org.au

Australian Disability Clearinghouse on Education and Training (ADCET)

ADCET provides information about inclusive post-secondary education and training teaching, learning and assessment strategies and support services for people who have a disability.

ADCET

Locked Bag 1335

Launceston TAS 7250

Ph: 03 6324 3787

Fax: 03 6324 3788

Website: www.adcet.edu.au

Australian Association of the Deaf

PO Box 1083

Stafford QLD 4053

Ph: 07 3357 8266

Fax: 07 3357 8377

TTY: 07 3357 8277

Email: aad@aad.org.au

Website: www.aad.org.au

Australian Federation of Deaf Societies

PO Box 1060

Parramatta NSW 2124

Ph: 02 8833 3615

Fax: 02 9893 8333

TTY: 02 9893 8858

Australian Federation of Disability Organisations

247 Flinders Lane
Melbourne VIC 3000
Ph: 03 9662 3324
Fax: 03 9662 3325
Email: office@afdo.org.au
Website: www.afdo.org.au

Blind Citizens Australia

PO Box 24
Sunshine VIC 3020
Ph: 03 9372 6400
Fax: 03 9372 6466
TTY: 03 9372 9275
Freecall: 1800 033 660
Email: bca@bca.org.au
Website: www.bca.org.au

Brain Injury Australia

PO Box 82
Mawson ACT 2607
Ph: 02 6290 2253
Fax: 02 6290 2252
Email: bianational@apex.net.au

Carers Australia

PO Box 73
Deakin West ACT 2600
Ph: 02 6122 9900
Fax: 02 6122 9999
Email: caa@carersaustralia.com.au
Website: www.carersaustralia.com.au

Commonwealth Disability Services Program Contacts

<http://www.fahcsia.gov.au> or by telephone:

ACT: 02 6274 5206
New South Wales: 02 9263 3818
Northern Territory: 08 8946 3555
Queensland: 07 3360 2800
South Australia: 08 8236 6111
Tasmania: 03 6221 1411
Victoria: 03 9285 8523
Western Australia: 08 9346 5311

Deafness Forum of Australia

The forum coordinates the annual National Hearing Awareness Week, held in the last complete week of August.

218 Northbourne Avenue
Braddon ACT 2612
Ph: 02 6262 7808
Fax: 02 6262 7810
TTY: 02 6262 7809
Email: info@deafnessforum.org.au
Website: www.deafnessforum.org.au
Website: www.hearingawareness.org.au

Mental Health Foundation Australia

270 Church Street
Richmond VIC 3121
Ph: 03 9427 0407
Fax: 03 9427 1294
Email: admin@mhfa.org.au
Website: www.mhfa.org.au

National Council on Intellectual Disability

PO Box 771
Mawson ACT 2607
Ph: 02 6296 4400
Fax: 02 6296 4488
Email: ncid@dice.org.au
Website: www.dice.org.au

National Ethnic Disability Alliance

PO Box 381
Harris Park NSW 2150
Ph: 02 9687 8933
Fax: 02 9635 5355
TTY: 02 9687 6325
Website: www.neda.org.au

Physical Disability Council of Australia Ltd

PO Box 77
Northgate QLD 4013
Ph: 07 3267 1057
Fax: 07 3267 1733
Email: pdca@pdca.org.au
Website: www.pdca.org.au

SANE Australia

PO Box 226
South Melbourne VIC 3205
Ph: 03 9682 5933
Fax: 03 9682 5944
Freecall: 1800 18 SANE

Email: info@sane.org

Email: helpline@sane.org

Website: www.sane.org

SAI Global

Standards Australia publications distributor.

Ph: 131 242

Fax: 1300 65 49 49

Email: sales@sai-global.com

Website: www.saiglobal.com

Standards Australia

Standards Australia develops standards and codes for building access.

Standards Australia Limited

286 Sussex Street

Sydney NSW 2000

GPO Box 476

Sydney NSW 2001

Ph: 02 8206 6000

Email: mail@standards.org.au

Website: www.standards.org.au

Women with Disabilities Australia (WWDA)

PO Box 605

Rosny Park TAS 7018

Ph: 03 6244 8288

Fax: 03 6244 8255

Email: wwda@ozemail.com.au

Website: www.wwda.org.au

CHANGE HISTORY

Version	Approval date	Approved by	Approved by	Change
1.0	15/9/12	CEO		Initial development
1.1	3/4/14	CEO		Adjusted scope to allow for SGA <i>Access, Equity and Fair Treatment Policy and Procedure</i> to apply for students undertaken Ivy College courses delivered on behalf of SGA.
1.2	21/8/2014	Head of Compliance and product development		Updated supporting documentation policy Updating titles and terminology
1.3	18/05/2015	Director, Product & Compliance		Updated Policy and Procedure to include Mylvy Online Etiquette Protocols.
1.4	22/06/2016	Director Customer Success	Head of Compliance, VET	Updated policy into new template Updated to reflect RTO and AQF standards

Please note:

- Printing this document may make it obsolete
- For the latest version of this policy always check the Policy site located here <http://www.aim.com.au/training/student-information>