

SC11: Access, Equity and Anti-discrimination Policy

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Purpose

The purpose of this policy is to outline ICAN Learn's commitment to access, equity and anti-discrimination principles.

It guides ICAN Learn's compliance with the *Disability Standards for Education 2005*, and the *Disability Discrimination Act 1992*. It therefore contributes to ICAN Learn's compliance with Clause 8.5 of the *Standards for Registered Training Organisations 2015.*, which require that the RTO complies with all relevant legislative and regulatory requirements.

This policy applies to the ICAN Learn's liaison with all students, prospective students, employers, prospective employers, host workplaces, staff and partner organisations.

Definitions

Discrimination means to treat a person differently on the basis of age, colour, race, gender, religious or political conviction, sexuality, ability or disability, location, family responsibilities, membership or non-membership of an association or for any other stereotypical or illegal reason

Disability, has the meaning given to it in the *Disability Standards for Education 2005*, as follows...

'in relation to a person, means:

- (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 includes a disability that:
- (h) presently exists; or
 - (i) previously existed but no longer exists; or
 - (j) may exist in the future; or
 - (k) is imputed to a person.'

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Policy

ICAN Learn is committed to ensuring that:

- Access and equity principles are applied to all aspects of its operations, promoting full and equal opportunities for all students, prospective students, and other clients.
- No person is discriminated against, harassed, or treated unfairly in their dealings with ICAN Learn.
- Each student has access to the level of support required to enable them to reach their full potential without it causing unjustifiable hardship to the organisation.
- It complies with relevant Equal Opportunity legislation and Discrimination Acts.

1. Diversity

- ICAN Learn recognises and values the individual differences of its students and the community and recognises that students come into its programs with a wealth of personal knowledge and life experiences.
- ICAN Learn recognises that diversity is an opportunity to enrich and extend opportunities for all, by creating an inclusive environment for all people regardless of their background. This is ensured by:
 - providing a welcoming and supportive training community
 - offering flexibility in the way in which training and assessment is provided
 - providing adjustments to training and assessment activities within reason
 - having transparent student and staff recruitment and selection procedures
 - determining the needs of all individuals upon engagement with the organisation
 - providing students, staff and clients access to a range of support services.

2. Discrimination

- In accordance with legislation, no person or organisation will be treated unfairly or discriminated against, on the basis of age, colour, race, gender, religious or political conviction, sexuality, ability or disability, location, family responsibilities, membership or non-membership of an association or for any other stereotypical or illegal reason.

3. Reasonable adjustments

- In order to avoid discrimination against disabled persons, ICAN Learn will make reasonable adjustments to its processes where necessary to afford person who has a disability access to its courses and facilities on the same basis as a person without a disability. This includes in relation to the admission or enrolment processes, course or program delivery, or use of its facilities or other services.
- Reasonable adjustments should fairly consider the the interests of all parties affected. Therefore should consider:
 - The nature of the student/prospective student's disability
 - The student/prospective student's ability to achieve the learning outcomes
 - The student/prospective student's ability to participate in the services or programs
 - Independence
 - The effects on other parties including ICAN Learn, staff and other students.
 - The costs and benefits of making the adjustment.

An independent expert assessment may be required to determine what adjustments are reasonable and necessary, and if and when the assessment may need to be reviewed.

4. Harassment

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- ICAN Learn is committed to providing all people with an environment free from all forms of harassment. ICAN Learn will not tolerate any behavior that harms, intimidates, threatens, victimises, offends, degrades or humiliates another person.

5. Fairness

- The principles and practices adopted by ICAN Learn aim to ensure, that current and prospective students, clients and other stakeholders are treated fairly and equitably in their dealings with ICAN Learn.
- ICAN Learn aims to provide open, fair, clear and transparent policies and procedures for use by staff and students.
- ICAN Learn has fair and equitable processes for selecting students for enrolment into its courses. Decisions about student selection are based on clearly defined entry requirements. Students will be selected on merits, based on the course's publicised criteria. Entry requirements as well as application and enrolment procedures are published in ICAN Learn's marketing materials, course guides and on the organisation's website.
- All people will be treated courteously and expeditiously throughout the process of enquiry, selection and enrolment and throughout their participation in a course.

6. Exclusion from services

- A person may not be permitted to access our services if any of the following apply:
 - they have a criminal history that impacts on the requirements of the course or vocation of the area being studied.
 - the student requires delivery in a language other than that being offered by ICAN Learn in accordance with the related Training Package.
 - the student requires special services or facilities and provision of such would cause unjustifiable hardship to the organisation.

7. Equity in access

- ICAN Learn provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training.
- ICAN Learn provides equitable access to training and assessment services by:
 - offering culturally appropriate training and assessment resources that are relevant to student needs and circumstances;
 - referring students to support and counseling services where needed;
 - offering a wide range of course and learning options;
 - assisting students to arrange additional services if required such as interpreters or trained note takers;
 - providing courses that are flexibly delivered;
 - encouraging students to be involved in their own feedback and decision making processes to ensure realistic training goals and progress.

8. Support services

- Support services will be provided to all students who require them. Please refer to ICAN Learn's *Student Learning and Support Policy & Procedures*.

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Procedures

1. Reasonable adjustments

Refer

- SRTOs: Clause 1.3, 1.7 and 1.8

Procedure	Responsibility
<p>A. Making reasonable adjustments</p> <ul style="list-style-type: none">• Reasonable Adjustments may be required to training and/or assessment methods or enrolment procedures for students with a disability to provide them with the same educational opportunities as everyone else.• Assessors can refer to this guide for further information about how and when to make reasonable adjustments in relation to the assessment process. https://www.velgtraining.com/library/files/Reasonable%20Adjustment.pdf• When determining whether an adjustment is reasonable, consider the information in the above mentioned guide and refer to the <i>Disability Standards for Education 2005</i> https://www.education.gov.au/disability-standards-education-2005 and clause 3 of this policy.• Where a reasonable adjustment is made to assessment, this should be documented in the <i>Assessment Record Tool</i>.• Where an adjustment is made in relation to the training or support a learner will receive during the course, this should be documented on in the Student's Support Plan.• Needs identified during the enrolment process should be documented on the Student File and if a Diploma or Cert IV course in the Pre Training Interview.	Trainer/Assessor

Document Control

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