



**Australasian Society for HIV Medicine Inc.**

## **Access and Equity Policy - RTO**

### **1. Scope**

ASHM is committed to providing equal opportunity and promoting inclusive practices and processes and integrating the principles of access and equity in its policies and procedures.

This policy states how ASHM will provide inclusive education services and a learning environment that is free from discrimination, harassment and victimisation.

This policy relates to the provision of all education and support services by ASHM to students. In addition, all staff and contractors employed or engaged by ASHM are obliged to comply with this policy.

### **2. Legislation**

Australian federal and state legislation makes it unlawful for organisations to discriminate against people because of their age, gender, race, marital status, sexuality, or physical or intellectual disability.

The following legislation underpins all matters related to access and equity at ASHM:

- Anti Discrimination Act 1977
- Disability Discrimination Act 1992 (including Disability Standards for Education)
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

### **3. Access and equity principles**

The following principles are applied by ASHM in the development and implementation of all learning and assessment strategies.

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

- uses the same recruitment and admission process for all applicants
- provides a special admissions program for specific groups such as Aboriginal and Torres Strait Islander people as set out in our selection and admissions policy
- bases admission to courses and programs solely on availability of places and the applicant satisfying course entry requirements
- provides applicants with adequate information and support to enable them to select the most suitable program for their needs.

To ensure that the learning environment is free from harassment, discrimination and victimisation, ASHM:

- specifies standards of behaviour expected from students and staff in its Codes of Conduct

- has policies and procedures in place for preventing harassment and discrimination

To ensure that all curricula developed by ASHM are inclusive of a range of student needs, ASHM:

- considers issues relating to access and equity when specifying course entry requirements and prerequisites
- offers flexible course design that provides multiple entry and exit points or pathways through the course, including credit transfer and recognition of prior learning
- takes into account the requirements of students with a disability when designing courses
- provides inclusive and non-discriminatory learning materials
- in the case of vocational courses, language, literacy and numeracy requirements are consistent with the vocational level of the qualification
- provides students without online access with information through other media according to needs.

ASHM provides an assessment process that is fair, valid, reliable and consistent through:

- recognition of previously acquired skills and knowledge
- adequate information on course and subject assessment, prior to enrolment in the course
- adapting assessment to meet student needs while still maintaining a high quality, valid and consistent process (see reasonable adjustment below)
- giving students the right to appeal an assessment or recognition decision
- giving all students an equal opportunity to demonstrate competence.

Support is provided to those with special needs.

Reasonable adjustment is provided to those with a disability or special need according to individual circumstances. This means providing the appropriate services and/or facilities for student learning and assessment.

Reasonable adjustment may include but is not restricted to:

- the use of adaptive/assistive technology (equipment and software designed for use by people with a disability)
- educational support
- alternative assessment methods
- learning and assessment aids such as papers in large print or the use of scribes or interpreters
- extra time to complete a course or assessment.

Learning support is facilitated for those with basic literacy, numeracy or English language difficulties or other identified areas of learning difficulty.

Special consideration may be granted if through misadventure (eg. illness, bereavement or personal trauma) a student is prevented from completing an assessment or sitting an

examination; or believes that their performance in an assessment event has been affected by the incident.

ASHM's premises provide appropriate access to those with a physical disability. Where ASHM provides training and assessment at other venues, ASHM will ensure to the best of its ability that venues are accessible to people with a disability.

Complaints and appeals are addressed in a fair and equitable manner.

Individuals who believe they have been treated unfairly are encouraged to use ASHM's student complaints and appeals procedures. ASHM will promptly and thoroughly investigate all complaints and appeals in accordance with stated procedures.

Students also have the right to appeal against any decisions as set out in the complaints and appeals procedure.