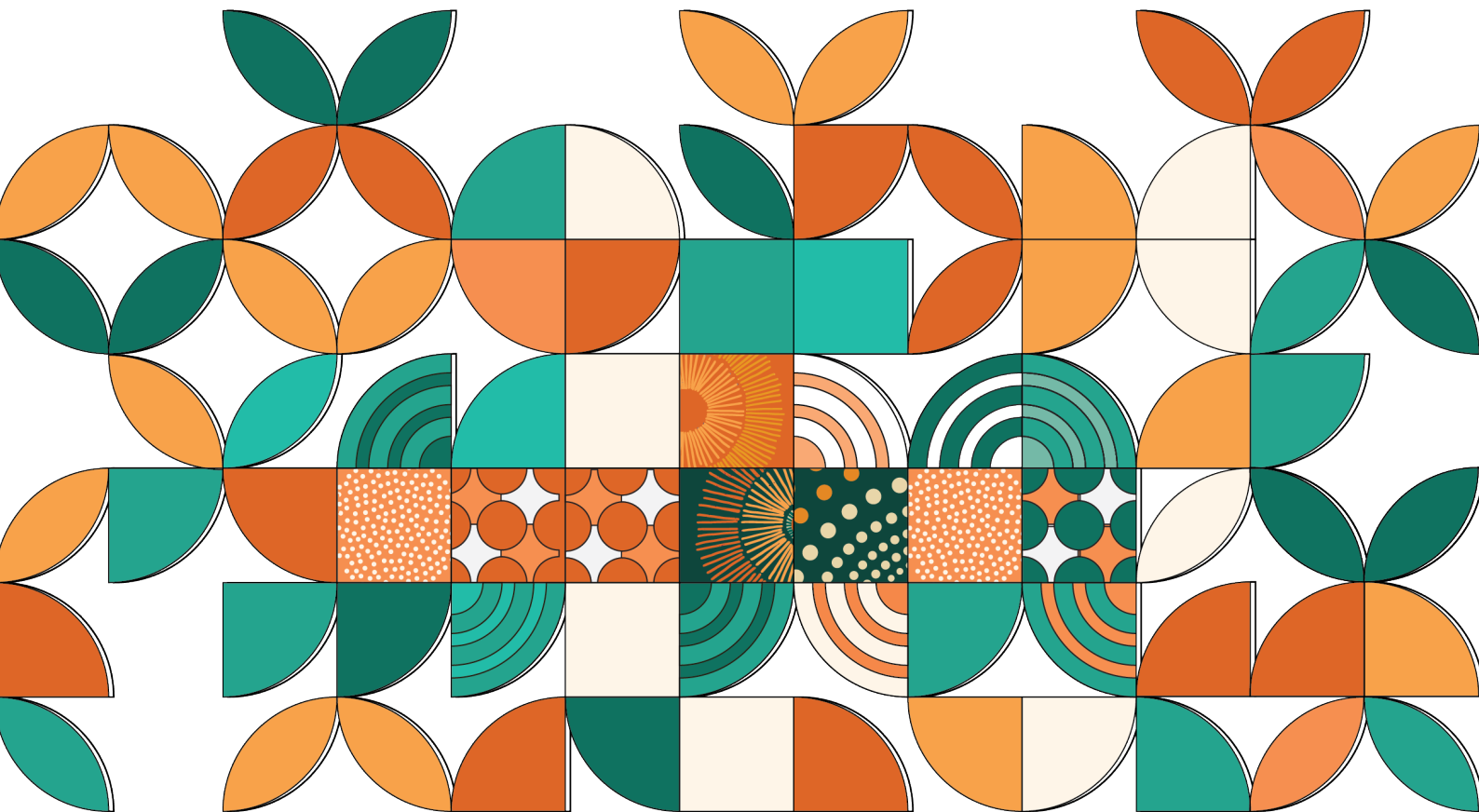


Access and Equity Policy



SECTION 1

1. Purpose

- 1.1 The Institute of Health and Nursing Australia (IHNA) is committed to providing and promoting non-discriminatory, inclusive practices and processes to provide equal opportunities for all students and potential students to achieve their learning outcomes and strives to ensure that its decision-making processes reflect a commitment to access and equity and treats all students and potential students fairly.
- 1.2 IHNA supports the concept of equal opportunity and is committed to providing all staff, students and potential students with a working and learning environment which values diversity, respects differences and provides an environment that is safe, healthy, positive, supportive, and free from all forms of harassment, bullying and discrimination.

2. Scope

- 2.1 This policy is applicable for IHNA staff, students, and potential students. This policy relates to the provisions of all training and support services offered by IHNA to students and potential students. In addition, all staff, contractors employed or engaged by IHNA are obliged to comply with this policy.

3. Definitions

- 3.1 Access and equity refer to the policies, procedures and approaches that ensure that IHNA's training programs are responsive to the diverse needs of all students and potential students. Access and equity are concerned with removing the barriers and the opening of opportunities. In education and training, it means ensuring that people with differing needs and abilities have the same opportunities to successfully gain skills, knowledge and experience through education and training irrespective of their age, disability, colour, race, gender, religion, sexuality, family responsibilities, or location.
- 3.2 Diversity is recognising and valuing of individual differences.
- 3.3 Disability: According to Disability Discrimination Act 1992; disability, 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:
 - presently exists; or
 - previously existed but no longer exists; or
 - may exist in the future (including because of a genetic predisposition to that disability);or
 - h) is imputed to a person.
- 3.4 To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.
- 3.5 Reasonable adjustment refers to reasonable adjustment that can be made to facilities, documentation, learning and assessment, and support services which will facilitate access for disabled students and potential students and staff and ensure valid and reliable assessment decisions at a reasonable cost while meeting the special requirements for the individual(s).

SECTION 2

4. Policy

- 4.1 IHNA as a registered training organisation delivers nationally recognised training programs and in doing so accepts its responsibility to deliver these programs in a fair, open, transparent, and equitable manner. In doing so IHNA will ensure:
- a) All staff will be made aware of the access and equity principles at induction;
 - b) All students and potential students will be made aware of the access and equity, fair treatment and equal opportunity principles at orientation and the complaints resolution process. These policies and procedures are published in IHNA's website;
 - c) There is an environment of support and care for students and potential students that also encourages cultural understanding and sensitivity;
 - d) That early identification and intervention is provided to students and potential students

- requiring support;
- e) Access and equity regulations are considered when developing new products, policies, practices, systems and procedures;
 - f) If required, appropriate counselling and training will be provided to any employees who provide services to under-represented groups;
 - g) There are policies and procedures in place that support the principles of access and equity;
 - h) There is an ongoing commitment to eliminate access and equity barriers identified within IHNA's processes, practices, and business decisions.
 - i) There is liaison with disability support groups to ensure special needs can be provided in areas where IHNA has no knowledge or experience;
 - j) That there is provision of support and tutorial assistance for any student that is encountering learning difficulties.
- 4.2. There are regular reviews of access and equity policies and procedures to ensure they are:
- a) Meeting legislative requirements;
 - b) Satisfying individual student needs;
 - c) Enabling participant outcomes to be met;
 - d) Addressing community needs.
- 4.3. In addition to formal reviews, the policies will be reviewed whenever there is a change in legislation or if there are circumstances identified that are not covered by this policy. IHNA requests students and potential students declare if they need specific assistance about language, literacy, and numeracy so that specific learning support may be provided. Alternative learning and assessment strategies will be utilised by IHNA staff to assist students and potential students with special needs.

5. Legislative Obligations

- 5.1. This policy acknowledges IHNA's legal obligations in relation to Access and Equity under relevant legislation, to ensure that the Institute's working and training practices are fair and equitable, and the working and learning environment is non-discriminatory. Australian federal and state legislation makes it unlawful for organisations to discriminate against individuals because of their age, gender, race, marital status, sexuality, or physical or intellectual disability. The legislation underpinning all matters related to access and equity at IHNA is listed in related Legislation,

Standards and Codes.

6. Associated Information

Related Internal Documents	<ul style="list-style-type: none"> • Access and Equity Procedure • Disability Policy • Aboriginal and Torres Strait Islander Policy
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • Anti-discrimination Act 1997 • Age Discrimination Act 2004 • Disability Discrimination Act 1992 (including Disability Standards for Education) • Disability Discrimination Act 2005 • Racial Discrimination Act 1975 • Sex Discrimination Act 1984 • VET Student Loan Act 2016 • National Vocational Education and Training Regulator Act 2011 • Enrolled Nurse Accreditation Standards 2017
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Department	Student Support
SRTO2015 Stds and sub-standards	Standards for RTOs 2015 - Clauses 1.3, 1.7, 5.1, 5.3 and 8.5

7. Change History

Version Control		Version 5.0
Version No.	Date	Brief description of the change, incl version number, changes, who considered, approved, etc.
V.4.0	12/03/2021	Separated Policy document from Procedure, revised and updated with pertinent sections – definitions and policy statement specifically.
V.5.0	28/02/2024	Updated in the new template and logo