

Access and Equity Policy

Scope

This policy is applicable to Kaplan Higher Education Pty Ltd, trading as Murdoch Institute of Technology (“School”).

Purpose

This Policy outlines the principles and standards that help the School adhere with Commonwealth and State anti-discrimination legislation in the provision of education services.

The School aims to provide access to and participation in a higher education study environment that fosters inclusive practice, equity, and respect for social and cultural diversity in which students have equal opportunities for their academic success.

Access and equity principles and standards

The School is committed to:

- providing equal opportunity and promoting inclusive practices and processes for all students within the limits of its resources
- integrating the principles of access and equity in its policies and procedures to improve teaching, learning and the support strategies available to all students regardless of students’ backgrounds.

The School does not discriminate against people on the basis of age, race, colour, religion, ancestry, national origin, age, gender, sexual orientation, marital status, veteran status or physical or intellectual disability in the recruitment of students or the implementation of its policies, procedures and activities. Sexual harassment is a prohibited aspect of sexual discrimination under this policy.

The School follows the principles set out under the [Disability Discrimination Act](#) 1992 (Cth) and the [Disability Standards for Education](#) (2005) formulated under that Act. It is also bound by other state and federal legislation relating to other forms of discrimination, including age, sex, and race. These principles are applied in the development and implementation of all learning and assessment strategies throughout the student lifecycle from admission to graduation.

1. Admission to courses or programs is based solely on the applicant meeting published admission requirements and the availability of places.
2. Students with identified learning needs are consulted in relation to their study requirements and supported throughout their enrolment.
3. Course design is flexible and caters for a range of student needs and avoids non-inclusive and discriminatory language and examples.
4. Assessment process and requirements are fair, valid, reliable and consistent with admission standards and course and subject’s learning outcomes. All students are provided with adequate information about course and subject assessment, prior to enrolment in the course.
5. The School provides reasonable accommodation and special considerations within the learning environment for students with special needs through a range of services such as, but not limited to: reasonable adjustment for students with a disability, special consideration, physical access to premises. The School also provides students with information on access to literacy, numeracy and counseling services. Refer to the Assessment and Reasonable Adjustment policies for further information.
6. Complaints and appeals are addressed in a fair and equitable manner. Refer to Complaints and Appeals Policy for more information.

7. Adaptive technology is investigated, developed and made available where possible.

Related Policy

Admission Requirements Policy

Assessment Policy

Reasonable Adjustment Policy

Harassment and Bullying (*Prevention of*)

Code of Practice

Other related legislation

Laws and guidelines related to access and equity are available from the related Acts below.

Commonwealth legislation

- [Disability Standards for Education \(2005\)](#)
- [Disability Discrimination Act 1992](#)
- [Human Rights and Equal Opportunity Commission Act 1986](#)
- [Age Discrimination Act 2004](#)
- [Racial Discrimination Act 1975](#)
- [Sex Discrimination Act 1984](#)

States/Territories

Each State and Territory has relevant Acts that relate to discrimination, disability and/or equal opportunity. Students may wish to review these as well.

Accountable Officers

The accountable officers for the implementation and relevant training of this policy are listed below.

| Policy Category | Academic | | | |
|--|--------------------------------------|---|----------------|-----------------|
| Responsible Officer | Vice President, Academic | | | |
| Implementation Officer | College Director | | | |
| Review Date | March 2020 | | | |
| Approved by | | | | |
| VP, Academic on behalf of the KHE Academic Board | | | | |
| Change and Version Control | | | | |
| Version | Authored by | Brief Description of the changes | Date Approved: | Effective Date: |
| 1.0 | Quality & Standards Group | Unpacking of one document into existing document | 01.01.2014 | 01.01.2014 |
| 1.1 | Quality & Standards Group | Format and wording changes to align across all businesses | 22.05.2015 | 15.06.2015 |
| 1.2 | Academic Quality and Governance Team | Policy reviewed for currency as per policy review cycle. Changes include: <ul style="list-style-type: none"> • Refinement of text for clarity and coherency, and • Introduction of Accountable Officers, related policy and version control tables. | 2.03.2017 | 16.03.2017 |