

This policy is in place to provide a frame of reference to maximise access, participation and outcomes for all students attending training courses with the Institute of Training and Further Education (iTFE) regardless of their diversity; allowing everyone the opportunity to participate in a learning environment free from discrimination, harassment, bullying and vilification.

iTFE is committed to:

- providing equal opportunity and promoting inclusive practices and processes for all students and clients within the limits of its resources, and
- integrating the principles of access and equity in its policies and procedures for students and clients.

### Principles

iTFE 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 and the process in which students are supported in their enrolment and progression.

1. The student recruitment and admission process is bias-free and non-discriminatory. Admission to courses and programs is based solely on the applicant meeting published entry criteria and the availability of places.
2. Students with identified needs are consulted in relation to their study requirements and support throughout their enrolment.
3. The course design is flexible and is inclusive of a range of student needs and avoids non-inclusive and discriminatory language and examples.
4. The assessment process is fair, valid, reliable and consistent in relation to entry, recognition and progression through the subject or course. All students are provided with adequate information on the course including assessment requirements, prior to enrolment in the course. Students have the right to appeal an assessment decision.
5. iTFE provides support within the learning environment for students with special needs through a range of services such as, but not limited to: reasonable adjustment, special consideration, physical access to premises. iTFE also provides students with information on access to literacy, numeracy and counselling services.
6. Complaints, grievances and appeals are addressed through an appropriate structure in a fair and equitable manner.
7. Adaptive technology is investigated, developed and made available where possible.

### 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.

## Document Control

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Electronic Record:	

## Revision Record:

Date	Version	Revision description
24/09/2015	V2015.01	iTFE major review of all policies and procedures against Standards for Registered Training Organisations (RTOs) 2015
26/6/2017	V2017.01	Full review of policy wording including alignment with current iTFE business practices.