

ACCESS AND EQUITY POLICY AND ASSOCIATED PROCEDURES



Purpose of the policy

This policy and associated procedures outline Novus Education's approach to student access and equity. This ensures that equal benefits and opportunities are provided to all students to assist them to enrol in and complete their studies regardless of characteristics such as their gender, sexuality, race, nationality, ethnic background, age, marital status, religion, pregnancy, political convictions, physical disability or intellectual impairment. This policy seeks to create a learning environment free from all forms and types of discrimination, bullying and harassment.

This policy and associated procedures meet the requirements of Standards for Registered Training Organisations (RTOs) 2015: Standard 1 Clause 1.7 and National Code 2018 (The National Code of Practice for Providers of Education and Training to Overseas Students 2018) Standard 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11.

POLICY STATEMENTS

SCOPE

Novus Education is an equality opportunity employer and training provider, and is committed to eliminating discrimination and harassment in both the workplace and its training programs. We are committed to providing a fair and equitable learning environment for all students, staff and stakeholders.

This policy is intended to guide the equitable access to educational programs offered by Novus Education to such groups including but not limited to:

- People from culturally diverse backgrounds
- Indigenous Australians
- Unemployed individuals
- People living with disabilities
- People from rural and remote areas
- Members of disadvantaged groups

All Novus Education students, staff, contractors, and training must comply with this policy and procedure, as well as any legislation that applies, including (but not limited to):

- Disability Discrimination Act 1992
- Human Rights and Equal Opportunity Commission Act 1986
- Age Discrimination Act 2004
- Racial Discrimination Act 1975

- Sex Discrimination Act 1984
- State equal opportunity or anti-discrimination Acts

Policy statement

Novus Education is committed to providing flexible learning and assessment pathways in a fair and equitable manner, acknowledging the diverse needs and circumstances of students whilst adhering to the Standards for Registered Training Organisations (RTOs) 2015.

Novus Education is committed to implementing the following Access and Equity principles:

- Ensuring equity for all students and prospective students in the enrolment process and by allocating resources fairly and appropriately in compliance with Equal Opportunity legislation.
- Facilitating access for all students and prospective students to high-quality training, regardless of their age, race, culture, gender, linguistic background, marital status, religion, geographic location, disability, sexual preference, socio-economic background, family responsibility or political views.
- Enhancing opportunities for students and prospective students to engage in training programs.
- Providing equal opportunities to all students and prospective students without any form of discrimination.
- Ensuring that sufficient staff are employed to meet the needs of the enrolled students. Novus Education nominates specific personnel for student support, the details of whom are provided to students.
- Identifying and removing any barriers to access and participation.

Students requiring adjustments must be able to fulfil the core requirements on the Units of Competency. Reasonable adjustments will be made without compromising the integrity of assessment. If providing adjustments would result in an unjustifiable hardship to Novus Education, Novus Education will consider all resources that are reasonably available for the purposes of many students for the student and the impact of any adjustments on Novus Education's ability to provide training to all students whilst maintaining financial viability.

A person with a disability may be excluded under this policy if the disability could cause occupational health and safety risks to the person and/or other students, staff or contractors.

Each training package has a language, literacy and numeracy requirement (LLN). Novus Education will provide LLN support in accordance with the Student Enrolment and Completion Policy and Associated Procedures.

PROCEDURES

1. Assess Access AND Equity needs during the course development process

- 1.1 Consider access and equity needs of the target group of students for the course during the course development process.
- 1.2 Ensure all staff have access to up-to-date details regarding access and equity principles and adjustments that may be made to support students and prospective students.
- 1.3 Document access and equity supports for the course in the Training and Assessment Strategy and Course Brochure.
- 1.4 Check Student Handbook and Orientation PowerPoint and update as required with the identified access and equity adjustments available.
- 1.5 Review any feedback on access and equity that can inform future support to be provided.

2. Assess Equity and Access needs during the course Enrolment and course entry interview process

- 2.1 Respond to prospective student queries regarding options for access and equity. Refer student to the Student Enrolment and Completion Policy and Associated Procedures and Student Support Policy and Associated Procedures.
- 2.2 When completing the Enrolment Form, students can note any special requests or adjustments to the learning environment which they consider would assist them in participating their training course.
- 2.3 Conduct course entry questionnaire and identify and discuss specific access and equity needs with the student.
- 2.4 Use the Student Support Plan Form to document the student's access and equity needs or adjustments and how these will be actioned.
- 2.5 Refer the student to external support services where appropriate.

3. Equity and Access information during orientation

- 3.1 Incorporate information regarding access and equity during the orientation for students which should occur prior to commencing their course or on the first day of their course.
- 3.2 Answer all student questions.
- 3.3 Where access and equity requirements are identified during orientation, the person delivering orientation will follow up with the RTO Manager, Trainer and student following orientation to ensure adjustments are put in place, if needed and where possible.

4. Monitor student Equity and access needs

- 4.1 Where applicable, regularly review the Student Support Plan to ensure actions are being implemented as required.
- 4.2 Where applicable, adjust the Student Support Plan in consultation with the student.
- 4.3 During and at the conclusion of the student's course evaluate the effectiveness of the equity and access supports provided in consultation with the student.
- 4.4 Use the evaluation results to improve access and equity supports offered.
- 4.5 Regularly review external support services to check currency of their details and other support services that may be available.
- 4.6 Respond to feedback and complaints in a timely manner, conducting a thorough investigation, where appropriate.

Responsibilities

The RTO Manager is responsible for:

- overseeing all areas of access and equity in Novus Education
- responding to queries by students and prospective students regarding access and equity in a professional courteous manner, and escalating any queries or issues to the CEO where appropriate
- communicating the access and equity policy to all staff members
- considering student and prospective student support needs
- identifying and removing barriers to participation and completion
- employing reasonable adjustments to allow increased participation of students where possible
- oversee training practice to ensure it is free from discrimination
- ensuring that premises for delivering training are accessible

Trainers and Assessors are responsible for:

- notifying the RTO Manager of a student's support needs
- delivering training and assessment in a manner that is free from discrimination and harassment
- identifying and removing barriers to participation and completion
- employing reasonable adjustments to allow increased participation of students where possible

The Administration and Student Support Officer is responsible for:

- providing students with information about courses available, enrolment, and support services in a professional courteous manner and referring students and prospective students to the RTO Manager where appropriate
- providing referrals to external services

All staff, contractors and students have a responsibility to:

- Act to prevent discrimination, bullying and harassment against others, including supporting others by refusing to join in on any of these behaviours, supporting others to say no to these behaviours and acting as a witness where a complaint is made about these behaviours
- Treat other staff members, contractors and students with respect
- Behave in a manner that does not interfere with others' learning
- Respect the rights of others'
- Report instances of discrimination, bullying and harassment to the RTO Manager or CEO.

Making a complaint

Students and prospective students who have experienced discrimination, bullying, harassment and/or other matters related to access and equity may make a complaint in accordance with Novus Education's Complaints and Appeals Policy and Procedure available on our website www.novus.edu.au or by contacting Novus Education via email admin@novus.edu.au.

RTO CODE: 45082 CRICOS PROVIDER CODE : 03966K

Sydney Campus: Suite 3.09-3.11, Level 3, 22-36 Mountain Street, Ultimo NSW 2007, Australia
Gosford Campus: Suite 5, Level 1, 153 Mann Street, Gosford, NSW 2250, Australia
www.novus.edu.au | 02 8386 5312 | admin@novus.edu.au