# Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access and Equity Policy</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Table of contents</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Access and Equity Policy</strong></td>
<td>3</td>
</tr>
<tr>
<td>Date of Implementation</td>
<td>3</td>
</tr>
<tr>
<td>Purpose</td>
<td>3</td>
</tr>
<tr>
<td>Related legislation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Access and equity principles</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Enquiries</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Responsible Officer</strong></td>
<td>7</td>
</tr>
</tbody>
</table>
Access and Equity Policy

Date of Implementation
This policy applies from 1 January 2010 and will be reviewed at least annually.

Purpose
Australian federal and state legislation makes it unlawful for educational authorities to discriminate against people in certain ways because of, among other things, their age, gender, race, marital status, sexuality, or physical or intellectual disability.

Kaplan is committed to:
- providing equal opportunity and promoting inclusive practices and processes for all clients within the limits of its resources
- integrating the principles of access and equity in its policies and procedures for clients.

The purpose of this Access and Equity Policy is to provide:
- a set of principles which underpin the provision of education services by Kaplan
- a learning environment which is free from discrimination, harassment and victimisation.

Related legislation
Laws and guidelines related to access and equity are available from the websites listed below.

Commonwealth legislation
- Disability Discrimination Act 1992
- Age Discrimination Act 2004
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

Australian Capital Territories legislation
- Discrimination Act 1991
- Disability Services Act 1991
NSW legislation
- Anti-Discrimination Act 1977
- Disability Services Act 1993

Northern Territory legislation
- Anti-Discrimination Act
- Disability Services Act

Queensland legislation
- Anti-Discrimination Act 1991
- Disability Service Act 2006

South Australian legislation
- Equal Opportunity Act 1984
- Disability Services Act 1993

Tasmanian legislation
- Anti-Discrimination Act 1998
- Disability Services Act 1992

Western Australia
- Equal Opportunity Act 1984
- Disability Services Act 1993

New Zealand legislation
- Human Rights Act 1993
- Education Act 1989
- Employment Relations Act 2000
Access and equity principles

The following principles reflect those of the NSW Charter for Equity in Education and the NSW Charter of Principles for a Culturally Diverse Society adapted to the context of Kaplan Professional Education. These principles are applied by Kaplan in the development and implementation of all learning and assessment strategies.

1. The student recruitment and admission process is bias-free and non-discriminatory.
   - The recruitment and admission process are the same for all applicants.
   - Admission to courses and programs is based solely on the applicant meeting published entry criteria and the availability of places.
   - Applicants are provided with adequate information and appropriate counselling to enable them to select the most suitable program for their needs.

2. The curriculum is inclusive of a range of Student needs.
   - Issues relating to access and equity are considered when specifying course entry requirements and prerequisites.
   - Course design is flexible to provide multiple entry and exit points or pathways through the course, including recognition of current competency and assessment only pathways.
   - The requirements of Students with disabilities are taken into account in course design.
   - Learning documents and materials avoid non-inclusive and discriminatory language and examples.
   - Language levels are consistent with the vocational level of the qualification.
   - Students without online access are provided with information through other media.

3. The assessment process is fair, valid, reliable and consistent.
   - Assessment provides for the recognition of previously acquired skills and knowledge.
   - All students are provided with adequate information on course and subject assessment, prior to enrolment in the course.
   - Assessment takes into consideration the requirements of flexible delivery and learning strategies.
   - Students have the right to appeal an assessment or recognition decision.
   - All students are given an equal opportunity to demonstrate competence.
   - Assessment is inclusive of all Students enrolled in the course or subject.
4. Support is provided to those with special needs.

- Reasonable adjustment is provided to those with a disability or special need according to individual circumstances. Reasonable adjustment may include but is not restricted to:
  - the use of adaptive technology
  - educational support
  - alternative methods of assessment, such as oral assessment
  - individual conditions of assessment
  - enlarged print papers for those with vision impairment
  - scribes
  - additional time in the examination period.

- 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 (e.g., 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.

- Kaplan's premises provide appropriate access to those with a physical disability.

5. Grievances are addressed in a fair and equitable manner.

- Individuals who believe they have been treated unfairly are encouraged to use Kaplan's procedures for grievances.

- All grievances are promptly and thoroughly investigated in accordance with the Student Grievance Policy.

- An appeals process forms part of the Student Grievance Policy and is in place to resolve complaints about the assessment or recognition process.

6. Adaptive technology is developed and used where possible

The increased use of computers and online communication technology to provide information and deliver learning and assessment has highlighted the need to provide equitable access to these systems by those with disabilities.

The rationale for the development of accessible websites requires that they:

- meet legislative requirements
- benefit all users, including those with a disability or special need – all users benefit when a site is well planned and designed
- are cost effective
- widen the market for educational products and services
- facilitate modification of learning materials for special needs
- promote learners' independence.
Enquiries

If you have any enquiries about this policy please contact a Kaplan Student Services Officer.

Responsible Officer

The Responsible Officer for this policy is the Head of Operations & Customer Service or a delegated authority.