

**Kaplan Professional
Access and Equity Policy**

Kaplan Higher Education Pty Ltd.

Access and Equity Policy

This policy is current as at 3 September 2018.

Scope

This policy is applicable to Kaplan Education Pty Ltd trading as Kaplan Professional (referred to as 'Kaplan Professional'). The policy applies to all Kaplan Professional students, and staff involved in the provision of education and training products and services for students and clients, including contractors and others providing services on Kaplan Professional's behalf.

Purpose

The purpose of this policy is to ensure that:

- students have equal access to learning and assessment opportunities and resources irrespective of their gender, age, race, religion, culture, linguistic background, marital status, geographic location, socio-economic background, disability, sexual preference, family responsibility or political conviction.
- enrolments into courses and programs are conducted in an ethical and responsible manner, ensuring fairness and compliance with equal opportunity legislation.
- training and assessment policies and procedures incorporate access and equity principles.
- as far as is reasonably possible, students' individual needs are identified during the enrolment process.
- learning and assessment materials, tools and processes are adapted, wherever possible, to meet students' individual needs, without compromising the quality and integrity of training and assessment. Students have access to a learning and assessment environment that is free from discrimination, harassment, bullying and vilification.

Related legislation and guidelines

Ensure that Kaplan Professional complies with applicable *Standards for Registered Training Organisations (RTOs) 2015* – Clauses 6.1-6.5.

Access and equity principles

Kaplan Professional follows the requirements and principles outlined in the Commonwealth Disability Discrimination Act 1992, the Disability Standards for Education 2005, Disability Standards for Education 2005 Guidelines, and other relevant Commonwealth and state legislation. These requirements and principles are applied by Kaplan Professional in the development and implementation of all learning and assessment strategies, and the general conduct of its relationships with students.

The following sections summarise Kaplan Professional's overarching approach to the management of access and equity within the organisation.

Guiding principles

- Kaplan Professional respects students' rights to privacy, confidentiality and will be sensitive to students' needs and circumstances.
- Kaplan Professional provides equal opportunity for all students and is responsive to individual needs irrespective of gender, age, race, religion, culture, linguistic background, marital status, geographic location, socio-economic background, disability, sexual preference, family responsibility or political conviction.
- At enrolment, students will be encouraged to identify any personal needs or circumstances which may affect their learning and for which they may require additional support.
- Kaplan Professional ensures that all staff, employees, and contractors are aware of their responsibilities to avoid, identify and prevent all forms of discrimination and harassment including, sexual harassment, bullying, violence, victimisation and vilification, and to deal with any instances identified in accordance with organisational procedures.
- Kaplan Professional seeks to create and maintain a learning environment where all students are respected and can develop their full potential.
- All students will be given fair, equal and reasonable opportunity to engage in training and assessment, irrespective of their particular needs or circumstances.
- All staff will be given fair and reasonable opportunity to participate in relevant education opportunities, and in the allocation of resources, as required, to fulfil their duties and responsibilities with regard to this policy.
- Students and staff will be encouraged to bring any instances of perceived harassment, bullying, victimisation or unfair treatment to the attention of Kaplan Professional management. The Complaints and Appeals Policy may be used for this purpose.
- Any perceived breaches or deficiencies in the content or implementation of this policy will be investigated to determine whether a breach or policy deficiency exists. Should this be the case, the impact of that breach or deficiency will be identified along with how the policy should be amended to rectify the situation.

Recruitment, admissions and enrolment

- The student recruitment and admission process is bias-free and non-discriminatory. The process is the same for all applicants, and is based solely on the applicant meeting published entry criteria, and the availability of places.
- Issues relating to access and equity will be considered when specifying course entry requirements and prerequisites.
- Applicants will be provided with adequate information and appropriate advice to enable them to select the most suitable course for their needs, include any prerequisite requirements and the level of support they may expect.
- Kaplan professional staff will, to the best of their ability, confirm that the course in which a student wishes to enrol is suitable for their needs and is within their capacity to complete.
- Any special needs of students will be identified at the enrolment stage or, if that is not feasible, as early as possible after the commencement of the course.
- If Kaplan Professional is unable to provide the level of support required by a learner, every reasonable attempt will be made to refer the student to an alternative provider capable of supporting the student appropriately.

Learning and assessment support

- Specific student needs may be identified by the student or Kaplan Professional staff at any time during the enrolment or learning and assessment process. If needs are identified, students will be consulted regarding their study and assessment requirements and the options available, including any necessary adjustments to the learning environment, course material, third party support and assessment completion. Any adjustments made will not compromise the integrity of the learning or assessment process.
- If during the learning and assessment process, needs not previously notified or identified become apparent, and these needs cannot be met by Kaplan Professional, thereby preventing successful completion of the course, a plan will be put in place to facilitate exit from the course with maximum possible credit.
- Special consideration may be granted if through misadventure (e.g. illness, bereavement or personal trauma) a student is prevented from completing an assessment, or believes that their performance in an assessment has been affected by an incident.
- Complaints and appeals are addressed in accordance with Kaplan Professional's Complaints and Appeals Policy.

Curriculum Design

- Course design will be flexible to provide multiple entry and exit points or pathways through the course, including recognition of current competency and assessment only pathways. Various learning and assessment methods will be used to cater for students' different learning styles.
- The curriculum and course design will be flexible and inclusive of a range of student needs and avoid non-inclusive and discriminatory language and examples.
- Every effort will be made to ensure that the assessment process is fair, valid, reliable and consistent in relation to recognition and progression through the subject or course. All students will be provided with adequate information on course and subject assessment prior to enrolment in the course. Students have the right to appeal an assessment decision (including a recognition of prior learning decision).

Related documents

- Kaplan Professional Assessment Policy
- Kaplan Professional Complaints and Appeals Policy and Procedure
- Kaplan Professional Privacy Policy.

Related legislation

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

Commonwealth legislation

- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Disability Standards for Education 2005 Guidelines
- Human Rights and Equal Opportunity Commission Act 1986
- 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.

Version Control and accountable officers

The owner of this policy with responsibility for the implementation and relevant training of is the Head of Learning & Delivery — Kaplan Professional.

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