Access and Equity Policy

This policy is current as of 1 January 2014 and will be reviewed at least annually by the Academic Board.

Scope

This policy is applicable to Kaplan Business School Pty Ltd.

Purpose

Kaplan strives to provide its current and future students with conditions of access to and participation in higher education that enables them to have an equal opportunity to succeed and to study and learn in conditions where the fundamental principles of academic freedom apply.

Kaplan 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.

Kaplan is committed to:

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

Access and equity principles

Kaplan 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 curriculum and 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 course and subject assessment, prior to enrolment in the course. Students have the right to appeal an assessment or recognition decision.
5. Kaplan provides reasonable accommodation 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. Kaplan also provides students with information on access to literacy, numeracy and counseling services.

6. 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
- 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.

**Responsible Officer**

The responsible officer for the implementation and relevant training of this policy is the Vice President, Higher Education Australia.