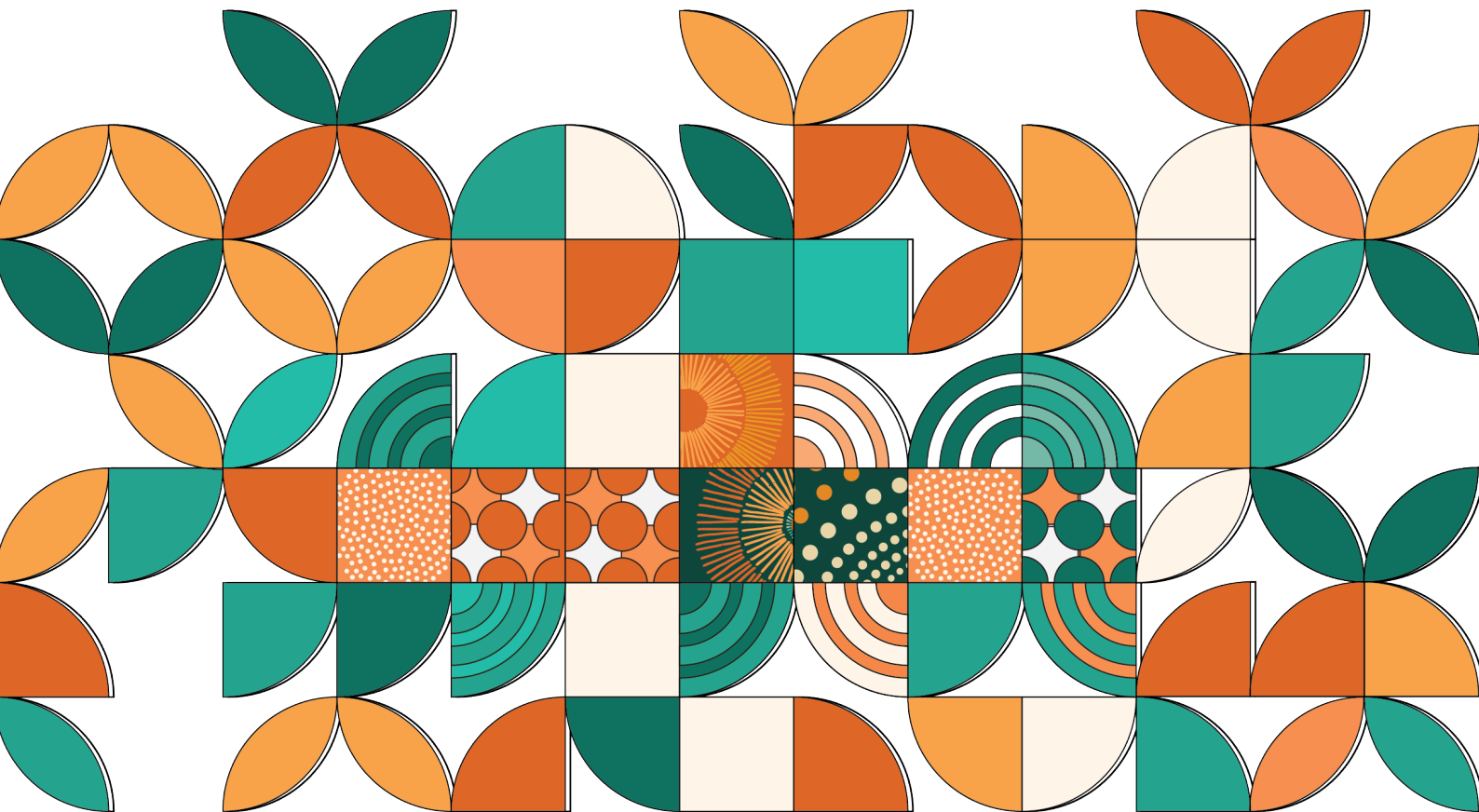


Access and Equity Policy



SECTION 1

1. Purpose

- 1.1 The Institute of Health and Nursing Australia (IHNA) is committed to providing and promoting non-discriminatory, inclusive practices and processes to provide equal opportunities for all students and potential students to achieve their learning outcomes and strives to ensure that its decision-making processes reflect a commitment to access and equity and treats all students and potential students fairly.
- 1.2 IHNA supports the concept of equal opportunity and is committed to providing all staff, students and potential students with a working and learning environment which values diversity, respects differences and provides an environment that is safe, healthy, positive, supportive, and free from all forms of harassment, bullying and discrimination.

2. Scope

- 2.1 This policy is applicable for IHNA staff, students, and potential students. This policy relates to the provisions of all training and support services offered by IHNA to students and potential students. In addition, all staff, contractors employed or engaged by IHNA are obliged to comply with this policy.

3. Definitions

- 3.1 Refer to IHNA's Glossary of Terms.

SECTION 2

4. Policy

- 4.1 IHNA as a registered training organisation delivers nationally recognised training programs and in doing so accepts its responsibility to deliver these programs in a fair, open, transparent, and equitable manner. In doing so IHNA will ensure:
 - a. All staff will be made aware of the access and equity principles at induction;
 - b. All students and potential students will be made aware of the access and equity, fair treatment and equal opportunity principles at orientation and the complaints resolution process. These policies and procedures are published in IHNA's website;
 - c. There is an environment of support and care for students and potential students that also encourages cultural understanding and sensitivity;
 - d. That early identification and intervention is provided to students and potential students

requiring support;

- e. Access and equity regulations are considered when developing new products, policies, practices, systems and procedures;
 - f. If required, appropriate counselling and training will be provided to any employees who provide services to under-represented groups;
 - g. There are policies and procedures in place that support the principles of access and equity;
 - h. There is an ongoing commitment to eliminate access and equity barriers identified within IHNA's processes, practices, and business decisions.
 - i. There is liaison with disability support groups to ensure special needs can be provided in areas where IHNA has no knowledge or experience;
 - j. That there is provision of support and tutorial assistance for any student that is encountering learning difficulties.
- 4.2. There are regular reviews of access and equity policies and procedures to ensure they are:
- a. Meeting legislative requirements;
 - b. Satisfying individual student needs;
 - c. Enabling participant outcomes to be met;
 - d. Addressing community needs.
- 4.3. In addition to formal reviews, the policies will be reviewed whenever there is a change in legislation or if there are circumstances identified that are not covered by this policy. IHNA requests students and potential students declare if they need specific assistance about language, literacy, numeracy and digital so that specific learning support may be provided. Alternative learning and assessment strategies will be utilised by IHNA staff to assist students and potential students with special needs.

5. Legislative Obligations

- 5.1. This policy acknowledges IHNA's legal obligations in relation to Access and Equity under relevant legislation, to ensure that the Institute's working and training practices are fair and equitable, and the working and learning environment is non-discriminatory. Australian federal and state legislation makes it unlawful for organisations to discriminate against individuals because of their age, gender, race, marital status, sexuality, or physical or intellectual disability. The legislation underpinning all matters related to access and equity at IHNA is listed in related Legislation, Standards and Codes.

SECTION 3

6. Associated Information

Related Internal Documents	• Access and Equity Procedure • Student Support Services Policy • Student Support Services Procedure • Disability Policy • Disability Procedure • Aboriginal and Torres Strait Islander Policy • Scholarship for Aboriginal and Torres Strait Islander Education and Support Policy • Privacy Policy • Student Welfare Fund Policy • Student Welfare Fund Procedure
Related Legislation, Standards, and Codes	• Anti-discrimination Act 1997 • Age Discrimination Act 2004 • Disability Discrimination Act 1992 (including Disability Standards for Education) • Disability Discrimination Act 2005 • Racial Discrimination Act 1975 • Sex Discrimination Act 1984 • VET Student Loan Act 2016 • National Vocational Education and Training Regulator Act 2011 • Enrolled Nurse Accreditation Standards 2017 • Practice Guides – Outcome Standards for RTOs • 2025 Standards for RTOs
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Department	Student Support
2025 Standards for RTOs	Practice Guides – Outcome Standards for RTOs - Quality Area 1

7. Change History

Version Control	Version 5.1
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Version No.	Date	Brief description of the change, including version number, changes, who considered, approved, etc.
V.4.0	12/03/2021	Separated Policy document from Procedure, revised and updated with pertinent sections – definitions and policy statement specifically.
V.5.0	28/06/2024	Updated in the new template and logo, moved definitions into the Glossary of Terms
V.5.1	11/06/2025	Changed Standards for RTOs 2015 to 2025 Standards for RTOs, Practice Guides – Outcome Standards for RTOs