

Equity & Access Policy

1.0 Scope

This policy applies to Churchill Education's prospective and current students, including interaction with Churchill Education staff, agents and other representatives.

This also applies to those who are or would be entitled to VET Fee Help assistance and seeking to enrol with Churchill Education. This requirement is a basic underlying principle of the Higher Education Support Act (HESA) 2003.

2.0 Purpose

Churchill Education is committed to providing all students with equal opportunity to pursue training and development. This policy and procedure is to be used to integrate access and equity principles into all the training and assessment activities it conducts, or which are conducted on its behalf

This policy is in place to ensure that training opportunities are offered to all people on an equal and fair basis in all circumstances, irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities of fairness, equal benefits and opportunities to all students and prospective students

3.1 Definitions

Access & Equity Principles

Access and Equity principles include:

- Equity for all people through the fair and appropriate allocation of resources
- Equality of opportunity for all people without discrimination
- Access for all people to appropriate quality training and assessment services
- Increased opportunity for people to participate in training

Disadvantaged Groups

Disadvantaged groups include the following groups who, traditionally, have been under-represented in Vocational Education and Training:

- People with a disability
- Aboriginal and Torres Strait Islander peoples
- Women
- People from non-English speaking backgrounds
- People in rural and remote areas
- Long-term unemployed

Discrimination

Discrimination can be direct, indirect or systemic:

Direct discrimination

Direct discrimination is any action that specifically excludes a person or group of people from a benefit or opportunity, or significantly reduces their chances of obtaining it because their status or personal characteristics, irrelevant to the situation (e.g. sex, ethnic origin) are applied as a barrier.

Indirect discrimination

Indirect discrimination is the outcome of rules, practices and decisions that treat people equally and which therefore appear to be neutral but which, in fact, perpetuate an initially unequal situation and significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike but it is the very assumption of a likeness that constitutes the discrimination.

Systemic discrimination

Systemic discrimination is a system of discrimination perpetuated by rules, practices and decisions that are realised in actions that are discriminatory and which disadvantage a group of people because of their status or characteristics and which serve to advantage others of different status or characteristics. Direct and indirect discrimination contributes to systemic discrimination.

Equity

Equity focuses on outcomes. Equity is not concerned with treating people in the same way; it is concerned with ensuring that all groups of people participate and benefit to the same level.

Relevant legislation includes:

- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Racial Hatred Act 1995
- Victorian Equal Opportunity Act 2010

Sexual Harassment

Sexual harassment is defined by the Victorian Equal Opportunity Act 2010 and the Commonwealth Sexual Discrimination Act 1984 as when a person:

- Makes an unwelcome sexual advance or an unwelcome request for sexual favours
- Engages in unwelcome conduct of a sexual nature, and a reasonable person would have anticipated that the person harassed would be offended, humiliated or intimidated.

4.1 Application of Policy

Churchill Education aims to remove barriers and to open up developmental opportunities for all students by creating a training environment that is free from discrimination, harassment, bigotry, prejudice, racism and offensive behaviour.

- All students will receive fair and equitable treatment in all aspects of training and employment without regard to political affiliation, race, colour, religion, national origin, sex, marital status or physical disability.
- 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.
- All trainers/assessors are responsible for observing and being advocates for the policy. Churchill Education's policies and procedures will be monitored and reviewed to ensure that they recognise and incorporate the rights of individuals.

5.0 Fairness

Churchill Education treats fairly and equally all students and individuals seeking to enrol in a unit of study with Churchill Education.

The application of fair treatment does not require that all students are treated the same. Fairness is considered in the context of all the relevant circumstances.

Note: There will be situations in which the fair treatment of students may result in students in varying circumstances being treated differently, particularly with regard to VET Fee Help.

6.0 Equal Benefits and Opportunities

Churchill Education has open, fair and transparent procedures that, in the provider's reasonable view, are based on merit for making decisions about persons seeking to enrol with Churchill Education and students undertaking a course of study with Churchill Education.

7.0 Application of Merit

The application of merit in decision-making processes involves Churchill Education considering each application on a case by case basis and not applying inflexible policies that preclude eligible applicants from having their application considered.

8.0 No income test

Churchill Education does not apply an income test when considering which students are eligible for VFH assistance.

9.0 Educational disadvantage

When making decisions about the selection of students, Churchill Education takes into account the educational disadvantages that a particular student has experienced into account.

Churchill Education does not use 'proxy indicators' of educational disadvantage in the absence of clear evidence that all students in such a group necessarily suffered educational disadvantage. Such proxy indicators should not be used because they assume that all people who satisfy the proxy condition (e.g. being from a low income group or being from a rural area) have necessarily experienced educational disadvantage. Churchill Education will consider a particular student's specific circumstances before making a decision about whether the student has actually suffered educational disadvantage.

10.0 Enrolments

Churchill Education shall ensure that applicants are selected by fair, timely and transparent procedures on the basis of clearly defined, consistent and equitable criteria, and that throughout the process of selection and admission, applicants are treated courteously and in a timely fashion. We use transparent entrance requirements, both academic and non-academic, to underpin the judgments we make during the entry selection process.

All applicants shall be considered within the context of the legislative requirements, government regulations and relevant industry codes.

The processes for the selection and admission of students shall be fair, clear and explicit, implemented consistently and reviewed regularly.

11.1 Procedures

- The policy will be included in information provided to Trainers/Assessor and students.
- Churchill Education's procedures relating to training and assessment activities will focus on objective criteria based on merit.
- Any person with a complaint will also be directed to use Churchill Education's Complaints and Appeals Policy and Procedures.

10.0 Concerns or Complaints

If any person has a concern or complaint relating to Equity & Access, we invite them to access our Complaints & Appeals Policy.

We can be contacted in the following ways:

1. Phone – Call 1300 793 002 between 8am – 8pm Monday to Thursday and 8am – 5pm Friday
2. Email info@churchilleducation.edu.au or visit this page
<http://www.churchilleducation.edu.au/contact-us/>
3. Written complaint can be forwarded: PO Box 691 Samford Qld 4520
4. In person by visiting our office is at 2 Cliff Salisbury Court, Samford Village Qld 4520

Version Control

Version No.	Approval Date	Authorised By	Sections Modified and Summary of Changes
1.0	17/10/2012	CEO	Developed
2.0	30/05/2016	CEO	Updated, Reviewed and sections added