



Equity & Access Policy

1. Scope

This policy applies to Churchill Education's prospective and current students, including interaction with Churchill Education team members, partners and other representatives.

2. Purpose

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

This policy is in place to ensure that Recognition of Prior Learning and Corporate 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.

3. Definitions

Access & Equity Principles

Access and Equity principles include:

- 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 Recognition of Prior Learning assessments.

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. Application of Policy

Churchill Education aims to remove barriers and to open up developmental opportunities for all students by creating an 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 Recognition of Prior Learning, Corporate 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 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. 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.

6. 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.

7. 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. 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.

9. Procedures

- The policy will be included in information provided to Assessors and students.
- Churchill Education's procedures relating to 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. 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:

Phone 1300 793 002 between 8am – 5pm Monday to Friday

Email <mailto:info@churchilleducation.edu.au> or visit the [Contact Us](#) page on our website

Written complaints can be posted to PO Box 691, Samford Qld 4520

In person by visiting our office at 2 Cliff Salisbury Court, Samford Village Qld 4520

11. 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
3.0	24/01/2020	CEO	Removed references to training