

Diversity, Equity and Reasonable Adjustments Policy

1. Purpose

This Policy affirms and supports the commitment of Australian School of Accounting (ASA) to fostering a learning environment in which all students have equal opportunity to access and participate and succeed in their educational endeavours and one in which diversity is valued.

This Policy has been developed to ensure that the services provided by ASA are founded on principles of equity and access.

2. Principles

This Policy is informed by the following principles:

- that ASA welcomes diversity and 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, either in the recruitment of students or the implementation of its policies, procedures and activities;
- that ASA is committed to providing equal opportunity and promoting inclusive practices and processes for all students within the limits of its resources;
- that the principles of access and equity are integrated in the ASA’s policies and procedures for all students; and
- that ASA complies fully with all relevant legislation.

3. Scope

This Policy applies to all students and staff of ASA.

4. Definitions

Term	Definition
Discrimination	Treating a person less favourably on the basis of age, colour, race, religion, ethnicity, national origin, sexual orientation, gender, marital status, or disability.
Diversity	The range of differences that make individuals unique.
Equity	The quality of being fair and impartial.
Identified Equity Groups	Aboriginal and Torres Strait Islander Peoples People with a disability

Reasonable adjustments	These are administrative, environmental or procedural alterations in the learning situation which remove barriers for people so that they can perform the inherent requirements of the course of study. This could mean adjustments to the mode of delivery or written material or the assessment process and timeframe. An adjustment is reasonable if it takes into account the requirements of the person and balances the interests of all parties affected.
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5. Policy

Australian School of Accounting adheres to the principles of access and equity as set out under the *Disability Discrimination Act 1992 (Cth)* and the *Disability Standards for Education (2005)*. It is also bound by other relevant state and federal legislation. These principles are integrated into policies and procedures, and in the development and implementation of learning and assessment strategies, to ensure that students are adequately supported in their learning and progression.

The following procedures relating to this policy are therefore adopted:

5.1 Admission

Admission to all courses is based solely on availability and published entry criteria. The recruitment and admission process is free of bias and is non-discriminatory.

5.2 Orientation and Progression

ASA will ensure that students have equivalent opportunities for successful transition into and progression through their course of study regardless of their educational background, entry pathway or mode and place of study.

5.3 Course Design and Assessment

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.

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 decision in accordance with ASA's *Student Grievance Handling and Resolution Policy and Procedure*.

5.4 Wellbeing and Safety

Australian School of Accounting will ensure that all of its students, staff, employees, and contractors have access to the information and support needed to prevent and should it occur, deal with discrimination, unwanted sexual advances, harassment, bullying, victimisation, and vilification.

Students with identified and/or stated needs will be consulted in relation to their study requirements and supported throughout their enrolment.

5.5 Learning Resources and Educational Support

Australian School of Accounting will provide reasonable accommodation within the learning environment for students with special needs through a range of services including, but not limited to:

- reasonable adjustment;
- special consideration;
- physical access to premises;
- access to adaptive technologies; and
- personal and academic counselling services.

Wherever possible, ASA will seek to address and mitigate the under-representation and/or disadvantage experienced by identified groups. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.

ASA will ensure that access to learning resources do not present any unexpected barriers, costs or technology requirements for students, including for students with special needs and any who study off campus.

5.6 Grievances and Appeals

Students have the right to lodge an appeal or grievance, which will be addressed through an appropriate structure in a fair, appropriate and equitable manner.

5.7 Monitoring participation and success

Australian School of Accounting commits to the monitoring of the participation, progress and completion by identified student subgroups, such as Aboriginal and Torres Strait Islander Peoples.

Data will be collected through the Admissions process, Student Support Services and completion rates in order to analyse the participation and success of these subgroups at ASA.

The Principal will report annually to the Board of Directors on this data and the findings will be used to support identified academic and support strategies.

6. Related Documents

Student Admissions Policy

Student Admissions Procedure

Student Code of Conduct Policy

Student Consultation and Wellbeing Policy

Student Grievance Handling and Resolution Policy

Student Grievance Handling and Resolution Procedure and Flowchart

TEQSA guidance note: *Diversity and Equity* version 1.2

7. Relevant Legislation

Age Discrimination Act 2004 (Cth)

Australian Human Rights Commission Act 1986 (Cth)

Disability Discrimination Act 1992 (Cth)

Disability Standards for Education (2005)

Racial Discrimination Act 1975 (Cth)

Sex Discrimination Act 1984 (Cth)

Workplace Gender Equality Act 2012 (Cth)

Various State and Territory Anti-Discrimination legislation

8. Version Control

Document		Diversity Equity and Reasonable Adjustments Policy			
Approved by		Academic Board		Date: 14 July 2021	
		Next review			2024
Version #	3.0	Replaces Version #	2.1	Academic Board approval	
	2.1		2.0	New course accreditation	
	2.0		1.4	Academic Board approval	
	1.4		1.3	Governance restructure	
	1.3		1.2	Style review	
	1.2		1.1	Project Manager review	
	1.1		1.0	Styling	
	1.0		0.4	6.5 added to cover monitoring of participation and success. Other relevant legislation added Identified Equity Groups added to definitions Academic Board approval	
	0.4		0.3	Next review	2020
	0.3		0.2	Academic Board review	
	0.2		0.1	Policy and procedure separated	
	0.1		00	Generic	