



# Equity and Access Policy

Policy Domain:	Education
Policy Area:	Training Program
Policy Author:	National Education Committee
Contact:	Director Education Services
Approved by:	Board of Directors
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Related Policies:	Appeals, Bullying & Harassment

## PURPOSE

The purpose of the Australasian College of Dermatologists ('College') Access and Equity Policy is to provide:

- a set of principles which underpin the provision of education services by College
- a learning environment which is free from discrimination, harassment and victimisation

## SCOPE

This policy is applicable to all education and professional development programs offered by the College.

## THE POLICY

The College endeavours to provide access to and participation in education and related programs that enables individuals to have an equal opportunity to participate and to study and learn.

College does not discriminate against people entering or progressing in their studies on the basis of age, race, colour, religion, ancestry, national origin, age, gender, sexual orientation, marital status, veteran status or physical or intellectual disability. All individuals are expected to treat others with respect, and refrain from any forms of unlawful discrimination, harassment, victimisation or vilification based on race or religion. Sexual harassment is a prohibited aspect of sexual discrimination under this policy.

College is committed to providing equal opportunity and promoting inclusive practices and processes for all students and clients within the limits of its resources

## ACCESS AND EQUITY PRINCIPLES

College 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.

Access and equity principles include:

1. Selection and admission into programs are bias-free and non-discriminatory and based on the applicant meeting published entry criteria and the availability of places.
2. Individuals with identified needs during their study are consulted in relation to their requirements and support throughout their study. This may include, but not be limited to reasonable adjustment, special consideration, adaptive technology.
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. Individuals have the right to appeal an assessment or recognition decision.
6. Grievances and appeals are addressed through an appropriate structure in a fair and equitable manner.
7. Individuals who breach these principles may be subject to disciplinary action.

## REFERENCES/REGULATIONS

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](#)
- [Human Rights and Equal Opportunity Commission Act 1986](#)
- [Age Discrimination Act 2004](#)
- [Racial Discrimination Act 1975](#)
- [Sex Discrimination Act 1984](#)