

LEADERSHIP
MANAGEMENT
AUSTRALIA



Access, Equity and Anti Discrimination Policy and Procedure

Leadership Management Australia

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1. PURPOSE

- 1.1 The purpose of this policy is to outline Leadership Management Australia's Pty Ltd (LMA) commitment to access, equity and anti-discrimination principles.
- 1.2 It guides LMA's compliance with the Disability Standards for Education 2005, and the Disability Discrimination Act 1992. It therefore contributes to LMA's compliance with Clause 8.5 of the Standards for Registered Training Organisations 2015, which require that the RTO complies with all relevant legislative and regulatory requirements.
- 1.3 This policy applies to the LMA's liaison with all Participants, prospective Participants, employers, prospective employers, staff and partner organisations.

2. DEFINITIONS

Discrimination: means to treat a person differently because of on the basis of age, colour, race, gender, religious or political conviction, sexuality, ability or disability, location, family responsibilities, membership or non-membership of an association or for any other stereotypical or illegal reason
Disability; has the meaning given to it in the Disability Standards for Education 2005, as follows...

'in relation to a person, means:

- a) total or partial loss of the person's bodily or mental functions; or
- b) total or partial loss of a part of the body; or
- c) the presence in the body of organisms causing disease or illness; or
- d) the presence in the body of organisms capable of causing disease or illness; or
- e) the malfunction, malformation or disfigurement of a part of the person's body; or
- f) a disorder or malfunction that results in the person learning differently from a person
- g) without the disorder or malfunction; or
- h) a disorder, illness or disease that affects a person's thought processes, perception of
- i) reality, emotions or judgment or that results in disturbed behaviour;
- j) and includes a disability that:
- k) presently exists; or
- l) previously existed but no longer exists; or
- m) may exist in the future; or SC13: Access, Equity and Anti-discrimination
- n) is imputed to a person.'

3. POLICY

3.1 LMA is committed to ensuring that:

- 3.1.1 Access and equity principles are applied to all aspects of its operations, promoting full and equal opportunities for all Participants, prospective Participants and other clients.
- 3.1.2 No person is discriminated against, harassed or treated unfairly in their dealings with LMA.
- 3.1.3 Each Participant has access to the level of support required to enable them to reach their full potential without it causing unjustifiable hardship to the organisation.
- 3.1.4 It complies with relevant Equal Opportunity legislation and Discrimination Acts.

3.2 Diversity

- 3.2.1 LMA recognises and values the individual differences of its Participants and the community and recognises that Participants come into its courses with a wealth of personal knowledge and life experiences.
- 3.2.2 LMA recognises that diversity is an opportunity to enrich and extend opportunities for all, by creating an inclusive environment for all people regardless of their background. This is ensured by:
 - providing a welcoming and supportive training community
 - offering flexibility in the way in which training, and assessment is provided
 - providing adjustments to training and assessment activities within reason
 - having transparent Participant and staff recruitment and selection procedures
 - determining the needs of all individuals upon engagement with the organisation
 - providing Participants, staff and clients access to a range of support services.

3.3 Discrimination

- 3.3.1 In accordance with legislation, no person or organisation will be treated unfairly or discriminated against, on the basis of age, colour, race, gender, religious or political conviction, sexuality, ability or disability, location, family responsibilities, membership or non-membership of an association or for any other stereotypical or illegal reason.

3.4 Reasonable adjustments

- 3.4.1 In order to avoid discrimination against disabled persons, LMA will make reasonable adjustments to its processes where necessary to afford any person who has a disability access to its courses.
- 3.4.2 Reasonable adjustments should fairly consider the interests of all parties affected. Therefore, should consider the following.
 - The nature of the Participant/prospective Participant's disability
 - The Participant/prospective Participant's ability to achieve the learning outcomes
 - The effects on other parties including LMA, staff and other Participants
 - The costs and benefits of making the adjustment.
- 3.4.3 An independent expert assessment may be required to determine what adjustments are reasonable and necessary, and if and when the assessment may need to be reviewed.

3.5 Harassment

- 3.5.1 LMA is committed to providing all people with an environment free from all forms of harassment. LMA will not tolerate any behaviour that harms, intimidates, threatens, victimises, offends, degrades or humiliates another person.

3.6 Fairness

- 3.6.1 The principles and practices adopted by LMA aim to ensure, that current and prospective Participants, clients and other stakeholders are treated fairly and equitably in their dealings with LMA.
- 3.6.2 LMA aims to provide open, fair, clear and transparent policies and procedures for use by staff and Participants.
- 3.6.3 LMA has fair and equitable processes for selecting Participants for enrolment into its courses. Decisions about Participant selection are based on clearly defined entry requirements. Participants will be selected on merits, based on the course's publicised criteria. Entry requirements as well as application and enrolment procedures are published in LMA's marketing materials, course guides and on the organisation's website.
- 3.6.4 All people will be treated courteously and expeditiously throughout the process of enquiry, selection and enrolment and throughout their participation in a course.

3.7 Exclusion from services

- 3.7.1 A person may not be permitted to access our services if any of the following apply:
- they have a criminal history that impacts on the requirements of the course or vocation of the area being studied.
 - They require delivery in a language other than that being offered by LMA in accordance with the related Training Package.
 - They require special services or facilities and provision of such would impact the integrity of the course outcomes or cause unjustifiable hardship to the organisation.

3.8 Equity in access

- 3.8.1 LMA provides equity in access to the level of training and support required by each Participant. All Participants are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All Participants are provided with opportunities to develop and successfully gain skills, knowledge and experience through the delivery of training and assessment.
- 3.8.2 LMA provides equitable access to training and assessment services by:
- offering culturally appropriate training and assessment resources that are relevant to Participant needs and circumstances
 - referring Participants to support services where needed
 - offering reasonable adjustment where appropriate
 - providing flexible delivery where possible
 - encouraging Participants to be involved in their own feedback and decision-making processes to ensure realistic training goals and progress.

3.9 Support services

- 3.9.1 Support services will be provided to all Participants who require them. Please refer to LMAs Support and Progression Policy and Procedures.

PROCEDURES

1. Reasonable adjustments

Refer Standards: Clause 1.3, 1.7 and 1.8

Procedure	Responsibility
<p>A. Making reasonable adjustments</p> <ul style="list-style-type: none"> Reasonable Adjustments may be required to training and/or assessment methods or enrolment procedures for Participants with a disability to provide them with the same educational opportunities as everyone else. Assessors can refer to the LMA Training and Assessment Policy and Procedure for further information about how and when to make reasonable adjustments in relation to the assessment. When determining whether an adjustment is reasonable, consider the information in the above and refer to the Disability Standards for Education 2005: https://www.education.gov.au/disability-standards-education-2005 <p>Where a reasonable adjustment is made to assessment, this should be documented in the <i>Individual Training Plan</i> and <i>Assessment Task Record</i></p> <ul style="list-style-type: none"> Where an adjustment is made in relation to the training or support a Participant will receive during the course, this should be documented on the <i>Individual Support Plan</i>. Needs identified during the enrolment process should be documented on the <i>Pre-Training Review Form</i>. 	<p>Facilitators (Trainer Assessors)</p> <p>Head of National Delivery and Quality,</p> <p>National Program Manager</p> <p>National Quality and Compliance Manager</p> <p>Administration Manager</p>

SUPPORTING DOCUMENTS

- Pre-Training Review Policy and Procedure
- Training and Assessment Policy and Procedure
- Participant Handbook
- Participant Code of Conduct
- Work, Health and Safety Policy and Procedure
- Training Plan Policy and Procedure
- Participant Support and Progression Policy and Procedure
- Complaints and Appeals Policy and Procedure