



Fairness Policy

1 Purpose

The purpose of the Fairness Policy is to outline the standards adopted by the Institute to ensure all students are treated fairly.

2 Scope

This policy applies to all students and staff at the Institute.

3 Definitions

Access and equity: means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

4 Requirements

The Institute is committed to treating all of its students fairly. The application of fair treatment does not require that all students are treated the same. Fairness must be considered in the context of the relevant circumstances. There will be situations in which the fair treatment of students may result in varying circumstances being treated differently.

All students and members of the community are treated with dignity, courtesy and respect by the Institute. As a VET provider, the Institute has open, fair and transparent procedures that are based on merit for making decisions about students undertaking, and persons applying for, courses.

The Institute's VET Fairness Policy includes:

- fair treatment
- equal benefits
- student grievance procedures
- student review procedures
- VET tuition assurance
- requirements to appoint review officers, and
- personal information procedures.

Each of these policies are accessible on the Institute's website.

The Institute also has its Equal Benefits and Opportunity Policy published on the website <http://www.wealthwithininstitute.com.au>, which covers our obligations under the *Equal Opportunity Act 2010* (Vic), *Racial Discrimination Act 1975* (Federal), the *Sex Discrimination Act* (Federal) and the *Disability Discrimination Act* (Federal).

5 Policy Review

This policy will be reviewed every five years or earlier if required.



Equal Benefits and Opportunity Policy

1 Purpose

The Institute supports the concept of equal opportunity and is committed to providing all staff and students with a working and learning environment which values diversity, respects differences and provides an environment that is safe, healthy, positive, supportive and free from all forms of harassment, bullying and discrimination.

2 Scope

The Equal Benefits and Opportunity Policy applies to the RTO Manager who is responsible for the implementation of this policy and ensuring that staff and students are made aware of its application. Equally, all students carry responsibility for ensuring that practices, behaviours and attitudes that lead to harassment, bullying and discrimination do not exist in the learning environment.

3 Definitions

Discrimination: is essentially any practice which makes distinctions between individuals or groups so as to disadvantage some and advantage others. Legislation in Australia prohibits direct and indirect discrimination.

Direct Discrimination: is treating a person or a group of people unequally and unfairly on the basis of a personal attribute or reason that is not related to their ability to perform a job such as race, age, background, sex, religious belief or activity, intellectual or physical ability, gender, sexual orientation, marital status, parental status or personal association.

Indirect Discrimination: is where there is a requirement (a rule, policy, practice or procedure) that is the same for everyone, but which has an unequal or disproportionate effect or result on particular groups or individuals.

Harassment or Bullying: is repeated behaviour that intimidates, humiliates and/or undermines a person or group.

Sexual Discrimination: is essentially unwelcome and uninvited behaviours or remarks that are unwelcome, unsolicited and not reciprocated.

4 Requirements

The Institute must comply with all relevant Commonwealth and State legislation and regulations related to equal benefits and opportunity.

5 Policy Principles

5.1 Legislation

The Institute acknowledges its legal obligations under Federal and State legislation to ensure that all working and teaching practices are fair equitable and non-discriminatory. The *Equal Opportunity Act (Vic)*, *Racial Discrimination Act (Federal)*, the *Sex Discrimination Act (Federal)* and the *Disability Discrimination Act (Federal)* makes discrimination and harassment in the provision of education, employment and the provision of goods and services unlawful.

5.2 Equal Benefits and Opportunity Process

The Institute encourages fairness, dignity, courtesy and respect amongst all members of its learning community. In meeting its obligations, the Institute will at all times:

- foster a supportive environment that is free from discrimination, harassment and bullying;
- encourage cultural understanding and sensitivity;
- promote appropriate standards of conduct;
- encourage reporting of inappropriate behaviour and provide an effective procedure for resolving complaints in a sensitive, confidential, fair and timely manner;
- seek to ensure that practices are non-discriminatory and pay due consideration to the needs of all groups;
- evaluate all educational processes to ensure they are inclusive and value students from a diverse background;
- ensure all policies and procedures are non-discriminatory; and
- provide students with information about access and equity issues.

In meeting its obligations under equal benefits and opportunities, the Institute will have open, fair and transparent procedures, that in the provider's reasonable view, are based on merit for making decisions about students undertaking, and persons applying for, courses.

5.3 Application of Merit

The application of merit in decision-making processes will involve the Institute considering each application on a case by case basis and not applying inflexible policies that preclude eligible participants from having their application considered.

5.4 Educational Disadvantage

When making decisions about the selection of students, the Institute is able to take educational disadvantages that a particular student has experienced into account. This should involve consideration of the actual disadvantages that a particular student has experienced.

As a provider, the Institute should 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. The Institute is required to consider a particular student's specific circumstances before making a decision about whether the student has actually suffered educational disadvantage.

5.5 Restricted Access Arrangement

When making decisions about the selection of students, a provider is able to take into account students that are enrolled under a restricted access arrangement. A restricted access arrangement is an arrangement entered into between a provider and an employer or industry body for the provision of a course(s) or places in a course(s) in which enrolment is limited or restricted to employees of the employer or industry body.

5.6 Complaints

Staff, students and other members of the Institute community who have a grievance under any of the areas mentioned in this policy are encouraged to follow the Institute's complaints and appeals processes available on the Institute's website.

5.7 Student Privacy

Wealth Within Institute acknowledges and respects the privacy of its students. It is required under the Privacy Act to comply with the Australian Privacy Principles in respect of the collection, use and disclosure of personal information from individuals. All records of grievances and their outcome will be stored and kept strictly confidential.

6 Policy Review

This policy will be reviewed every five years or earlier if required.

Lea Zerbes
CEO