

# Access and Equity Policy & Procedure



RTO 22360 CRICOS 03612C

## Purpose

This Policy supports VFA Learning's provision of a physical, working, learning and social environment that enables and enhances the educational and employment experience of students with a disability on the same basis as other members of the community, in an environment that values diversity, is free from harassment and unlawful discrimination and promotes equality of opportunity.

All staff and contractors employed or engaged by VFA Learning are expected to comply with this policy.

## Policy

### 1. Our Commitment

1.1 VFA Learning is committed to promoting and implementing the principles of:

- Disability Discrimination Act (1992) (Cth);
- Disability Standards for Education (2005) (Cth);
- Age Discrimination Act (2004) (Cth);
- Sex Discrimination Act (1984) (Cth);
- Anti-Discrimination Act (1977);
- Fair Work Act (2009) (Cth); and
- Disability Services Act (1993).

1.2 This Policy outlines the rights and responsibilities of staff and students in relation to:

- students who have a disability, either temporary or permanent and associates of students who have a disability, including carers; and
- VFA Learning's application of the principle of reasonable adjustment to ensure fair and inclusive treatment for students who have a disability.
- Students from culturally and linguistically diverse backgrounds
- Students who have an Aboriginal and Torres Strait Islander heritage

1.3 VFA Learning 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 in the recruitment of students or the implementation of its policies, procedures and activities. Sexual harassment is prohibited.

1.4 VFA Learning is committed to:

- providing equal opportunity and promoting inclusive practices and processes for all students and clients within the limits of its resources; and
- integrating the principles of access and equity in its policies and procedures for students, clients and stakeholders.

1.5 These principles are applied in the development and implementation of all learning and assessment strategies and the process in which students are supported in their enrolment and progression.

1.6 The student recruitment and admission process is bias-free and non-discriminatory.

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- 1.7 Admission to courses and programs is based solely on the applicant meeting published entry criteria and the availability of places.
- 1.8 Students with identified needs are consulted with in relation to their study requirements and support prior to and throughout their enrolment.
- 1.9 Students who have diverse academic work and life experiences will be assessed and their previous work and life experiences will be taken into account for RPL and Credit Transfers.
- 1.10 Cultural safety for students from culturally and linguistically diverse backgrounds and Aboriginal and Torres Strait Islanders will be acknowledged and an effective cross cultural working relationship created.  
VFA Learning will consult with the elders from the Wadawurrung people for guidance in supporting the Aboriginal and Torres Strait Islander student.  
VFA Learning will ensure additional support services for literacy and numeracy are made available as well as the Homeroom Trainer to provide one on one assistance for all students.
- 1.11 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.
- 1.12 The assessment process is fair, valid, reliable and consistent in relation to entry, recognition and progression through the subject or course.
- 1.13 All students are provided with adequate information on course and subject assessment prior to enrolment in the course.
- 1.14 Students have the right to appeal an assessment or recognition decision.
- 1.15 VFA Learning provides reasonable accommodation within the learning environment for students with special needs through a range of services such as, (but not limited to): reasonable adjustment, special consideration, physical access to premises and literacy, numeracy and counselling services.
- 1.16 Grievances and appeals are addressed through an appropriate structure in a fair and equitable manner.
- 1.17 Adaptive technology is investigated, developed and made available where possible.

## 2. Other Related Legislation

Laws and guidelines related to access and equity are available from the related Acts below:

- 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)

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## Related Documents

POLICY & PROCEDURE Application and Student Enrolment

POLICY & PROCEDURE Complaints and Appeals

SUPPORTING DOCUMENT Student Handbook

SUPPORTING DOCUMENT Staff Handbook

## Responsible Officer

The responsible officer for the implementation and training for this Policy and Procedure is the Manager, Contracts and Compliance.

## Publishing details

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