

	Title: Access and Equity Policy	
	Version: 3.00	Date: 30/03/2016
	Policy Area: Student	Next Review: 01/04/2016
	Approval: Academic Board	Signature: <i>BRUNO HARRIS</i>

Overview

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

- 1) The Seminary is committed to achieving inclusivity in teaching and learning and, where necessary, develops training materials and adjusts assessments to meet individual circumstances. The Seminary uses meetings with staff, trainers and Learners' representatives to raise awareness of cultural diversity, disability needs and learning styles.
- 2) The Seminary is committed to developing and implementing equal opportunity strategies to ensure that all policies and practices are based on the assessment of individual ability and achievement.
- 3) The Seminary is committed to the recruitment of staff members to seek those persons who demonstrate skills and/or experience for working with a diverse group of people.
- 4) The Seminary is committed to raise awareness of cultural diversity and to increase awareness that discriminatory behaviour is unacceptable and will not be tolerated on campus.

Publication

This Access and Equity Policy will be made available to Learners and potential Learners through publication on our website (www.vose.wa.edu.au). Hardcopies are available upon request.

Access and equity training and assessment adjustments will be recorded

Learner Selection

Vose Seminary has open, fair and transparent procedures for making decisions about:

- a) The selection of Learners, from among potential Learners; and

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b) The treatment of Learners.

Potential Learners seeking to enrol in a unit of study with Vose Seminary will be assessed for entry to study through the same published entry requirements and through the same process, regardless of their background, circumstances or eligibility for Fee-Help or other funding.

Selection criteria and procedures

Potential Learners seeking to enrol in a unit of study at Vose Seminary must meet the relevant entry criteria as detailed in Vose Seminary's ACT and VET *Admission Policies*. This includes matters such as English Proficiency, Tertiary Entrance Scores and other evidence as applicable. This policy may be found on our website <http://www.vose.wa.edu.au>.

Learner Support Services

Disability Support Program

The Seminary regards a disability or medical condition to be any significant physical, emotional, psychological, or health disorder of a chronic or episodic nature that is likely to affect the Learner in the course of their studies. The Seminary welcomes applications from Learners who require additional assistance to undertake courses successfully.

Learners with a disability or medical condition cannot be denied entry or provided limited access to any services ordinarily provided to other clients of the Seminary. Insofar as circumstances and resources allow, Vose Seminary will ensure that equal access to courses and facilities will be provided so that:

- 1) It is possible to participate effectively in the course, and that any constraints such as location and timetable are minimised;
- 2) Special services or equipment required are in place or available before the semester commences.

These services include, but not limited to:

- 1) Additional orientation services
- 2) Register with Library for support services
- 3) Accessible parking arrangements

In order to assist the Seminary to provide the above, it is recommended that the Dean of Students be contacted and provided with the following information in the year preceding the Learner's proposed enrolment:

- 1) Name and address;
- 2) Nature of disability or medical condition;
- 3) Services or facilities required.

This information is not used in the admission process. It merely enables the Dean of Students to assist in the provision of the most appropriate information on services and facilities. Information provided by Learners to the Seminary is considered confidential.

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Guidance and Counselling

Staff will provide any guidance and counselling pertaining to courses, especially in regard to the academic programme and its relationship to career structures and further study. The Seminary will also provide pastoral care for Learners. All Learners are given the opportunity to participate in small groups for mutual support and encouragement.

There are ethical limitations to the advice that may be given:

- 1) If Learners or prospective Learners have already made a commitment to become members or employees of organisations, the Seminary's staff cannot provide advice that will violate the integrity of their prior membership or employment relationship.
- 2) Staff will not take on counselling for which professional registration is necessary (e.g. counselling of psychological disturbances).
- 3) The Seminary offers no assurance of the successfulness of any course of action advised; nor does it give assurances of employment or success upon completion of its programs, or acceptance into other programs of study in other institutions.

The Seminary encourages Learners to seek independent advice before making major decisions, and reserves the right to include a disclaimer in public literature limiting its liability for any such advice.

Allowable Adjustments for additional support

Allowable adjustments in the assessment method may be proposed to cater to the characteristics of the Learner being assessed.

Vose Seminary will identify, for each learner, any additional support required and that this support is made available, either directly or via arrangements with a third party.

Types of Identification

Language Literacy and Numeracy (LLN) Test

The LLN Test assists in identifying particular requirements of Language, Literacy, and numeracy, including computer skills that learners would need to complete their qualification.

The LLN is assessed through the Vose developed Language Literacy and Numeracy test. The test is taken as part of the enrolment process, or with assistance on the Vose Seminary campus

Findings are recorded on Audit Ready and saved onto the Vose Seminary Drive for use by the Course Coordinator when assessing the need for any additional assistance or services for new learners. In most cases, identifiable learning issues raised through completion of the LLN will be discussed during the enrolment process. A strategy will be developed to make support available where gaps are identified.

Guidance and Counselling

Where a trainer or learner identifies a particular issue, guidance and counselling will be made available with the course coordinator, Academic Dean or unit lecturer where appropriate.

Learner needs will be assessed and a plan devised in collaboration with the learner. The Learner will be required to adhere to the developed plan, and where applicable, report progress to the appropriate officer.

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Findings are recorded on Audit Ready and saved onto the Vose Seminary Drive for use by the appropriate officer when assessing the need for additional assistance or services for learners.

Critical Incidents

Learners who become aware of or are involved in a Critical Incident are to refer to the Vose Seminary Critical Incident Policy.

A Critical Incident refers to a traumatic event, or the threat of such, which causes extreme stress, fear or injury. It can include:

1. Natural disasters;
2. Death;
3. Serious injury or robbery;
4. Missing learners or staff;
5. Severe verbal, physical or psychological aggression.

Vose will endeavour to minimise the impact of the Critical Incident for all concerned and will enlist the support of external agencies as required.

Practical Assistance

The faculty and staff are available to provide Learners with practical assistance and advice. Some of the ways in which they can assist are:

- 1) Providing information on the most appropriate services and equipment for specific situations;
- 2) Supporting Learners in the necessary social, physical and emotional adjustments to Seminary life;
- 3) Referral to appropriate services both internal and external to the Seminary;
- 4) Advocating and liaising on a Learner's behalf with community agencies.

Learners will be encouraged to make appointments with the faculty and staff in person or by telephone. It is important that Learners do not wait until matters become critical before seeking assistance.

Learner Responsibilities

The Seminary has a responsibility to Learners to ensure provision of, and access to, the best possible standard of education. This however does not reduce Learner responsibility to comply with Seminary requirements, nor does it reduce the expectation that Learners must accept responsibility for their own academic progress.

This means that general responsibility such as punctuality in assignment work and adherence to arranged classroom participation applies directly to Learners. If Learners require support and advice whilst studying, Learners can take the following initiatives:

- 1) Contact the Academic Dean for support and advice;
- 2) Approach the lecturer or the Principal;
- 3) Contact library staff for information about how to make best of the library facilities and services;
- 4) Consultation with lecturer regarding provision of alternate examination arrangements;
- 5) Consultation with lecturer regarding provision of alternate assignment arrangements;

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- 6) Be informed about current and future Seminary policies, facilities and services which may affect them;
- 7) Always plan early in the semester to ensure that their needs can be accommodated.

Learners Initiated Support

Under each heading there are some practical suggestions about adaptations that Learners can make to help their study to be successful. The Learner should contact the Academic Dean for further information.

Lectures & Tutorials

- 1) Where literacy levels are low, obtain course materials and books prior to the commencement of the unit;
- 2) The use of recording devices can be used by consent of the lecturer.

Assignments

- 1) If assignments are going to be late, Learners must contact their tutor/lecturer immediately;
- 2) Request allowable adjustment to assessments.

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Appendix 2: Document History and Version Control Record

Document Title: Access and Equity Policy

Source Documents:

Associated Internal Documents: Admissions Policy
Audit Ready Stock Policy

Associated External Documents [Standard 1.7](#)

Authorised Officer: Compliance Officer

Approved by: Academic Board

Date of Approval: 30/03/2017

Assigned Review Period: As per the review schedule

Date of Next Review: 01/04/2016

Version Number	Version Date	Authorised Officer	Amendment Details
1.00	30/05/2003	College Board	Policy added to the General Policy Handbook
D1.01	10/10/2011	KS	Policy separated from the General Policy Handbook Policy modified to remove personal pronouns Incorporated VET requirements
D1.02	03/09/2012	KS	Policy Revised – Selection Criteria and Procedure added
D1.03	27/06/2013	JV	Document modified to include history and version controls
D1.04	5/9/2013	JV	Policy modified to streamline with Vose Seminary Admissions Policy
2.00	1/7/2014	B Smith	Policy revised to include Critical Incident information. Formatting amendments made.
3.00	30/3/2016	D Bonallack	Addition of VET specific information for 2015 signoff and general clean-up of document.

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