

VSL5: Access and Equity Policy and Procedure

Purpose

This Policy supports Casey College of Beauty Therapy'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 Casey College of Beauty Therapy are expected to comply with this policy.

Definitions

For the purposes of this document the following applies:

The Act/Rules: refers to the *VET STUDENT LOANS Rules 2016* and *VET Student Loans Act 2016*

Student/s all persons enrolled in a unit of study who are, or would be entitled to VET Student Loans (VETSL) and is a genuine student in line with the VET Student Loans Rules 2016 and VET Student Loans Act 2016

1. Our Commitment

Casey College of Beauty Therapy will treat fairly all Students and Potential Students.

Casey College of Beauty Therapy 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).

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

- students who have a disability, either temporary or permanent;
- associates of students who have a disability, including carers; and
- Casey College of Beauty Therapy's application of the principle of reasonable adjustment to ensure fair and inclusive treatment for students who have a disability.

3. Casey College of Beauty Therapy 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.

4. Casey College of Beauty Therapy 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 and clients

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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.
6. The student recruitment and admission process is bias-free and non-discriminatory.
7. Admission to courses and programs is based solely on the applicant meeting published entry criteria and the availability of places.
8. Students with identified needs are consulted with in relation to their study requirements and support prior to and throughout their enrolment.
9. 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.
10. The assessment process is fair, valid, reliable and consistent in relation to entry, recognition and progression through the subject or course.
11. All students are provided with adequate information on course and subject assessment prior to enrolment in the course.
12. Students have the right to appeal an assessment or recognition decision
13. Casey College of Beauty Therapy 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, literacy and numeracy services.
14. Grievances and appeals are addressed through an appropriate structure in a fair and equitable manner.

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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