ACCESS AND EQUITY
POLICY AND PROCEDURE

1. Purpose

The purpose of this policy is to ensure that Victorian Academy of Commerce and Technology Startups (here after known as 'VACTS') provides fair and equitable access and opportunity to its student and staff. This policy also includes:

- Opportunities for reasonable adjustments are made to students.
- Students are given equitable access to facilities and services on and off campus.
- Staff members deal with all students fairly by considering the relevant circumstances of the individual. This does not necessary mean that all students will be rates the same. Fairness is considered in the context of relevant circumstances.
- All relevant policies, procedures and forms are accessible to all staff and students working with in the VACTS and that these policies and procedures are implemented in a fair way.
- The student admissions process is based on entry requirements of each course. These entry requirements are published on our website and our marketing materials.
- Individuals raising concerns, complaints or grievances are treated with respect and are not discriminated.
- Students can access relevant policies, procedures and form through VACTS website and a hard copy can be requested from the Australian state offices.
- Students are also provided with all relevant policies, procedures and forms during induction process in the form of 'Student Handbook'.
- Staff can access relevant policies, procedures and form through VACTS website and Version Control Software.
- Staffs are inducted in relation to all relevant policies and procedures during their induction process.
- Staffs are updated with any new changes and updates in relevant policies and procedures by staff meeting, emails and memos.

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2. Scope

This policy applies to all enrolled students and prospective students in all modes of delivery.

3. Legislation

Australian federal and state legislation makes it unlawful for organisations to discriminate against people because of their age, gender, race, marital status, sexuality, or physical or intellectual disability.

The following legislation underpins all matters related to access and equity at VACTS:

- Anti-Discrimination Act 1977
- Disability Act 2006
- Equal Opportunity Act 2010
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

4. Policy

1. **Supporting students to succeed**

    - VACTS acknowledges the diverse background of its students and commits to make its practices as inclusive as possible and not unreasonably prevent its students from accessing learning.

    - VACTS undertakes to be responsive to the individual needs of students, whether they relate to age, gender, cultural or ethnic background, health, sexuality, employment, location or other personal circumstance, and not unreasonably present barriers to their learning.

2. **Recruitment, admissions and enrolment**

    - Recruitment and admissions processes and policies are free from discrimination and are based on the requirement that students meet pre-requisites for a course. Access and equity issues are considered when setting course entry requirements and prerequisites. Course design and assessment can be flexible to make

reasonable adjustments. Teaching and learning documents are non-discriminatory, using inclusive language and examples.

3. **Student services**

- Students have equal access to learning and assessment materials and support services.

4. **Academic and learning support**

- Reasonable adjustments can be made to accommodate students needing supplementary academic and learning support. Reasonable adjustments may include:
- Additional academic and learning support, including literacy and numeracy support.
- Alternative methods of assessment where reasonable. Extra time to complete assessments.
- Assessments are designed to be fair, reliable, and consistent. Students are given details on required assessments for each subject at the beginning of each study period.
- Students may appeal assessment decisions through the Complaints, Grievance and Appeals Policy and Procedure.
- Special consideration may apply for extenuating circumstances.

Support is provided to those with special needs. Reasonable adjustment is provided to those with a disability or special needs according to individual circumstances. This means providing the appropriate services and/or facilities for student learning and assessment.

Reasonable adjustment may include but is not restricted to:

- the use of adaptive/assistive technology (equipment and software designed for use by people with a disability)
- educational support
- alternative assessment methods
- learning and assessment aids such as papers in large print or the use of scribes or interpreters
- extra time to complete a course or assessment

Learning support is facilitated for those with basic literacy, numeracy or English language difficulties or other identified areas of learning difficulty.

Special consideration may be granted if through misadventure (e.g. illness, bereavement or personal trauma) a student is prevented from completing an assessment or sitting an examination; or believes that their performance in an assessment event has been affected by the incident. VACTS's premises provide appropriate access to those with a physical disability. Where VACTS provides training and assessment at other venues, VACTS will ensure to the best of

its ability that venues are accessible to people with a disability.

Complaints and appeals are addressed in a fair and equitable manner. Individuals who believe they have been treated unfairly are encouraged to use VACTS's student complaints and appeals procedures. VACTS will promptly and thoroughly investigate all complaints and appeals in accordance with stated procedures.

Students also have the right to appeal against any decisions as set out in the complaints and appeals procedure.

5. Procedure

Strategy: To include questions in enrolment forms that requests learners to provide details of their background.
Responsible Official: Chief Executive Officer, Compliance Manager
Measure: All enrolment forms assessed for inclusion of appropriate questions.

Strategy: Feedback forms to make available opportunities for learners to raise any access issues.
Responsible Official: Chief Executive Officer
Measure: All surveys forms assessed for inclusion of appropriate questions.

Strategy: Trainer to assess learner for any LLND concerns at induction through ensuring learner completes their own enrolment form and other appropriate documentation.
Responsible Official: Trainer
Measure: Ongoing

Strategy: All policies, procedures, and contact information is to be made available to the general public through our internet website.
Responsible Official: Compliance Manager
Measure: Ongoing

Strategy: Any access issues raised by the public are to be addressed immediately to ensure it does not affect the enrolment and training of potential learners.
Responsible Official: Chief Executive Officer
Measure: Ongoing

Strategy: Allow for flexibility (when appropriate) for extensions of time to lodge enrolment forms, assessment tasks and other related forms, in particular for members of identified groups, in order to cater to those with different social and cultural backgrounds.
Responsible Official: Chief Executive Officer
Measure: Ongoing

Strategy: To provide a barrier free environment for learners and stakeholders for all people through offering multiple methods of contact, training and assessing.

Responsible Official: Chief Executive Officer
Measure: Ongoing

6. Related documents/forms

Handbooks, manuals or other documents

– Student Handbook

7. References

2025 Standards for Registered Training Organisations (RTOs) :

Outcome Standards for NVR RTOs, Standard 2.3. VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

ESOS Act 2000 - National Code of Practice for Providers of Education and Training to Overseas Students 2018,

Standard 6 Overseas student support services: This standard sets out that registered providers must assist overseas students to adjust to study and life in Australia and have appropriate orientation programs that help overseas students to access the information and services they require.