

Policy	Access and Equity Policy
Applicability	Bower Place
Authorisation	General Manager / Directors
Policy Endorsement Date	2 nd June 2011
Policy Review Date	24 th June 2021 4 th November 2020 26 th February 2019
Next Policy Review Date	June 2022
Document version	V2.3 Final
Policy Owner	Directors

Bower Place is committed to providing equal opportunity and promoting inclusive practices and processes and integrating the principles of access and equity in its policies and procedures.

This policy relates to the provision of all education and support services by Bower Place to students. In addition, all staff and contractors employed or engaged by Bower Place are obliged to comply with this policy.

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 Bower Place:

- Equal Opportunity Act 1984 (SA)
- Anti-Discrimination Act 1977
- Disability Discrimination Act 1992 (including Disability Standards for Education)
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

Access and equity principles

The following principles are applied by Bower Place in the development and implementation of all learning and assessment strategies.

To ensure that the student recruitment and admission process is bias-free and non-discriminatory, Bower Place:

**Your (place) for
positive change.**

bower(place)

- Uses the same recruitment and admission process for all applicants.
- Provides a special admissions program for specific groups such as Aboriginal and Torres Strait Islander people.
- Bases admission to courses and programs solely on availability of places and the applicant satisfying course entry requirements.
- Provides applicants with adequate information and support to enable them to select the most suitable program for their needs.

To ensure that the learning environment is free from harassment, discrimination and victimisation, Bower Place:

- Specifies standards of behaviour expected from students and staff in its Codes of Conduct.
- Has policies and procedures in place for preventing harassment and discrimination.

To ensure that all curricula developed by Bower Place are inclusive of a range of student needs, Bower Place:

- Considers issues relating to access and equity when specifying course entry requirements and prerequisites.
- Offers flexible course design that provides multiple entry and exit points or pathways through the course, including credit transfer and recognition of prior learning.
- Considers the requirements of students with a disability when designing courses.
- Provides inclusive and non-discriminatory learning materials.
- In the case of vocational education courses, language, literacy, and numeracy requirements are consistent with the vocational level of the qualification.
- Provides students without online access with information through other media according to needs.

Bower Place provides an assessment process that is fair, valid, reliable, and consistent through:

- Recognition of previously acquired skills and knowledge.
- Adequate information on course and subject assessment, prior to enrolment in the course.
- Adapting assessment to meet student needs while still maintaining a high quality, valid and consistent process (see reasonable adjustment below.)
- Giving students the right to appeal an assessment or recognition decision.
- Giving all students an equal opportunity to demonstrate competence.

Support is provided to those with special needs.

Reasonable adjustment is provided to those with a disability or special need 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.

Bower Place's premises provide appropriate access to those with a physical disability. Where Bower Place provides training and assessment at other venues, Bower Place 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 Bower Place's complaints policy. Bower Place will promptly and thoroughly investigate all complaints and in accordance with stated procedures. Students also have the right to appeal against any decisions as set out in the complaints policy.