

# **AUSTRALIAN COLLEGE OF SPORTS THERAPY ACCESS AND EQUITY POLICY**

## **1 PURPOSE**

The Australian College of Sports Therapy embraces the concept and beliefs of equity and strives to ensure that its decision-making processes reflect a commitment to access and equity and treats all students or prospective students fairly.

The College is also committed to providing tertiary education in an accessible and equitable way. The overall objective is to ensure that all groups in society have the opportunity equally to participate successfully in tertiary education at The College. The College aims to ensure that its student population reflects a composition of groups represented in Melbourne.

The College embraces diversity in the student population in respect of gender, age, cultural and linguistic background and socio-economic status. The College recognises the richness of our diverse student population and is committed to the educational needs of this population.

## **2 REQUIREMENTS OF ACCREDITING BODIES**

Apart from the imperatives of Australian anti-discrimination legislation and The College's own access and equity policies, The College's accrediting bodies, and professional associations, have developed guidelines for achieving access and equity. The Australian College of Sports Therapy abides by and supports these guidelines.

## **3 THE COLLEGE'S PRO-ACTIVE EQUITY PROGRAM**

**3.1 The College will provide opportunities for under-represented groups of students to** gain increased access to tertiary education and to improve rates of participation, retention and success for targeted groups. The College's equity program is fundamentally pro-active in that it promotes planning and demographic analysis aimed at:

- 3.1.1 identifying barriers to successful participation of all equity groups;
- 3.1.2 identifying strategies for promoting successful participation of all equity target groups, and;
- 3.1.3 implementing initiatives to promote successful participation of equity groups in courses offered by The College.

### **3.2 Strategies for Improved Access, Participation, Retention and Success**

The College will aim to provide:

- 3.2.1 a range of appropriate bridging courses, access courses, numeracy, literacy, study skills and access to English as a Second Language courses;
- 3.2.2 a school and community liaison program targeted inclusively to disadvantaged and under represented groups;
- 3.2.3 recruitment programs that cater for a diverse student population;
- 3.2.4 Seek to establish articulation pathways and credit transfer arrangements between The College, TAFE and Higher Education;
- 3.2.5 mechanisms for "Recognition of Prior Learning";
- 3.2.6 regular reviews of selection, progression, graduation and exclusion criteria, procedures and outcomes;
- 3.2.7 support services for students requiring extra assistance;
- 3.2.8 personal, educational and vocational counselling

- 3.2.9 access to financial counselling for students;
- 3.2.10 processes to explore all options to assist students with disabilities to participate in The College programs as fully as possible;
- 3.2.11 staff development programs to assist academic staff in developing inclusive curriculum, including content, teaching methods and assessment practices;
- 3.2.12 staff development for all staff in skills to relate appropriately to a diverse student population;
- 3.2.13 regular curriculum reviews (at the time of accreditation or re-accreditation) to ensure inclusive curriculum design;
- 3.2.14 up-dates to academic staff on the implementation of inclusive curriculum action;
- 3.2.15 appropriate, effective and equitable mechanisms for student input into The College decision-making.

### **3.3 Performance Indicators and Reporting**

The College will identify and develop appropriate performance indicators in order to measure achievements and evaluate the Equity Program. Quantitative targets will be set annually for each designated equity group in respect of rates of:

- access for commencing students;
- participation;
- retention; and
- success.

Targets will relate logically and strategically to the demographics of Melbourne  
The overall goal is to achieve a student profile that closely reflects the community profile.

The College's equity performance will be analysed annually and reports prepared for the purpose of planning and monitoring equity achievements.

## **4 VERSION CONTROL**

Document: Access and Equity Policy		
Approved by: College Director	Ver: #2	Date: 1 August 2008