Policy
Unity College Australia (UCA) is firmly committed to achieving best practice in the provision of Christian ministry vocational education and training.

UCA acknowledges that this is dependent on non-discriminatory access to services and comparable educational outcomes by all groups in society. By providing accessible and equitable vocational education and training all clients will be able to develop knowledge and skills to enhance life and work opportunities.

UCA recognises that particular groups of people in society have experienced, and continue to experience, institutional disadvantage and unequal educational outcomes. Target groups include Aboriginal and Torres Strait Islanders, people of non-English speaking backgrounds, those with physical or intellectual disabilities, older people, young people identified as ‘Youth at Risk’, women, and the rurally isolated. This policy aims, therefore, to assist the College community to achieve best practice by promoting the establishment of strategies and processes which effectively redress past disadvantage and improve the position of all groups in society.

Scope
This policy applies to all students, staff and clients of UCA including:

- those who are, or are seeking to be, enrolled with UCA
- those who are, or would be, eligible for VET Fee Help assistance
- those who are not eligible for VET Fee Help assistance

Procedure
UCA’s commitment to the principle of access and equity in vocational education and training for target groups gives practical expression to the goal of improving the knowledge, skills, and quality of life for Australians, having regard to the particular needs of target groups.

In keeping with this commitment UCA will strive to ensure that programs and services are relevant, accessible, fair and inclusive by:

- promoting programs and services to the community in a manner that includes and reflects the diverse client population, to ensure that all prospective students are well informed on the options available to meet their individual training needs;
- increasing the skills base of clients to improve their employability in line with the skills requirements of the various industries that UCA delivers training in;
- providing an effective range of vocational preparation programs to the community;
- ensuring that those groups traditionally under-represented in vocational education and training have the opportunity to participate and achieve the same outcomes as other members of the community;
- implementing fair educational program and resource allocation practices, to maximise the participation of target groups;
- facilitating access to culturally inclusive literacy and numeracy training that meets individual, community and industry needs;
- undertaking to eliminate policies, practices, structures, assumptions and behaviours which may contribute to the disadvantages suffered by under-represented groups both in employment and in education.
Legislative Obligations
UCA’s Access and Equity Policy acknowledges its legal obligations under the relevant State and Territory equal opportunity laws, to ensure that our working and teaching practices are fair and equitable, and our learning environment non-discriminatory.

Roles and Responsibilities
UCA’s Board, President, Director, Principals, Trainers and other staff are change agents and foster the implementation of access and equity best practice by ensuring that:

- UCA’s corporate goals clearly define its role in meeting the educational needs of all clients, including equity target groups;
- equal opportunity policies are in place and understood;
- barriers to participation are identified and strategies developed to overcome them;
- key staff have identified responsibility and expertise in equal opportunity matters;
- UCA’s policies and procedures are non-discriminatory and inclusive;
- staff are provided with information about access and equity issues;
- students are provided with information about access and equity issues;
- levels of participation and attainment by equity target groups are recorded;
- staff are aware of progress in the participation and outcomes for equity target groups and action plans are developed and put in place to meet any deficiencies.

Staff are responsible for ensuring that they understand and implement the policy and behave in a courteous, sensitive and non-discriminatory manner when dealing with other staff, students and other clients.

Students are responsible for behaving in a courteous, sensitive and non-discriminatory manner when dealing with other staff, students and clients.

Fair treatment and equal opportunity
UCA ensures fair treatment and equal opportunity to all existing and potential students through open, fair and transparent selection procedures.

All students, regardless of background, circumstance or eligibility for funding, will be assessed for entry to study through the same published entry requirements and through the same process, See www.unity.edu.au/page/courses for entry requirements for each specific course offered by the college.

All students who are eligible for funding under government loan schemes or programs, [eg VET Fee Help] will be advised of this right on application or interview for entry. Applicants will neither be advantaged nor disadvantaged by their eligibility for any loan scheme or program. All assessment from entry to the end of the course of study will be based on merit on an individual, case by case basis.

Applicants who are refused entry to a course have the right to appeal this decision to the Principal of the appropriate campus and then to the CEO, if the response is not satisfactory, they are entitled to ask for a written explanation as to the grounds for refusal of entry.

UCA actively promotes equity in, access to, and participation in, vocational education and training. It applies the principle of ‘reasonable accommodation’ in providing support for students from equity groups. This support is provided on an individual, case by case basis.
Student Selection

Students will be selected on their capacity to benefit from the nominated course. This will be done through:

**General courses**

- Meeting of all necessary prerequisites
- Review of previous studies and experience as submitted in the application
- Student auditions which are required for Creative Arts courses
- In addition should a surplus of applicants meet the necessary standard, places will be awarded on a first come, first served basis

**Christian Ministry, Theology and Creative Arts ministry related courses**

As these courses are delivered in a Christian context in line with the relevant employment outcomes, additional consideration will be given to the applicant’s Christian experience and life calling.

Admission documentation must therefore be endorsed by applicants’ Pastors. Students are expected to behave consistently with Biblical standards and Christian character.

As part of college life, students are also expected to attend a local church/Christian community of their choice and be actively involved in its life.

This Access & Equity Policy & Procedure is also noted in the following Unity College Australia documents:

- Handbook (publicly available at www.unity.edu.au)
- Staff Handbook