



PARAMOUNT COLLEGE
OF NATURAL MEDICINE

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POLICY DOCUMENT 03
ACCESS, EQUITY & FAIRNESS

REVISION HISTORY

REV	DATE	BY	CHCK'D	APPR'D	COMMENTS
A	05-08-02	PF	Review Team		Issued for Preliminary Review
0	18-11-02	PF	GB	GB	Approved for Use
1	18-07-08	gb	PWF	GB	Based on original Access & Equity policy; VET FEE-HELP Update for Review



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1.0 SCOPE OF POLICY

Paramount College actively implements procedures and practices that ensure that all groups have equal opportunity to successfully gain skills, knowledge and experience through education and training.

Paramount College will provide the necessary support to ensure every participant has the best chance possible in achieving the required outcome.



2.0 ACCESS

In particular, resources are allocated fairly, educational outcomes are the same for all groups enrolled in the same course, courses are accessible to all people who meet the course specific prerequisites. Employment at Paramount College is considered on the basis of qualifications.

3.0 EQUITY

Paramount College staff and the training and assessment processes is available to all students equally. All Staff, Students and Clients shall have access to the college on an equal standing, regardless of race, colour, sex, creed, national origin, age, or disability.

4.0 FAIRNESS

Paramount College treat fairly:

- a) all students who are, or would be, entitled to VET FEE-HELP assistance under clause 43 of Schedule 1A of the Higher Education Support Act 2003; and
- b) all persons seeking to enrol with the VET provider in a VET unit of study that meets the course requirements under subclause 45(1) of Schedule 1A of the Higher Education Support Act 2003 and who are, or would be, entitled to VET FEE-HELP assistance under clause 43 of Schedule 1A of the Higher Education Support Act 2003.



5.0 EQUAL BENEFITS AND OPPORTUNITIES

Paramount College has open, fair and transparent procedures that are based on merit for making decisions about:

- a) the selection, from among the persons who are, or would be, entitled to VET FEE HELP assistance under clause 43 of Schedule 1A of the Higher Education Support Act 2003 and who seek to enrol with the provider in a VET unit of study that meets the requirements under subclause 45(1) of Schedule 1A of the Act, of persons to enrol; and
- b) the treatment of students who are, or would be, entitled to VET FEE-HELP assistance under clause 43 of Schedule 1A of the Higher Education Support Act 2003 undertaking a VET course of study.

Paramount publish and make publicly available all policies and procedures to ensure that the intention of this policy is clearly maintained.

6.0 STUDENT SERVICES

Paramount College has staff available who are able to assist with study oriented issues which may be hampering student progress.

Paramount College have procedures that support and recognise the learning needs of individuals. As part of this process, support services will be provided for any individual with identified literacy or numeracy support requirements. Paramount College consistently provide support, understanding and encouragement for all students.

If a matter is beyond the scope of Paramount College personnel, then students will be given appropriate contact details for outside assistance.



7.0 AT RISK STUDENTS

Students may be at-risk of not achieving their academic goals for many reasons. Their capacity to succeed may be compromised by

- a lack of technical aptitude
- a lack of academic ability
- a lack of focus and preparation
- a negative past experience
- low motivation
- poor self esteem
- unrealistic expectations
- sensitivity to others opinions
- short term physical or academic limitations, such as through pregnancy or after a trauma of some kind
- external socio-economic factors, such as pressure from friends to socialise or from partners to earn an income
- external factors within the academic institution, such as poor teaching, mismanaged bad behaviour by other students, etc.

It is important that at-risk students are identified and receive professional support as early as possible. PCNM has the services in place, with the Dean of Studies and Counsellor available, but the key to success is in encouraging students to come forward for assistance. The very characteristics which make them at-risk often create a spiral effect which results in the student feeling that they may be a 'lost cause'.



The following mechanisms are in place to promote student access of support while maintaining privacy and confidentiality boundaries:

- all students are informed during the enrolment and induction process of student services, including academic, career and personal counselling
- posters are on noticeboards advising of support options available to the student
- the Learning Management System also provides information on services available
- our ongoing assessment strategies provide early warning indicators of students who may be at-risk long term, and also highlight problem times for students who are at-risk short term; teachers can easily approach students who are under-performing to encourage the student themselves and also to remind them of support options; such concerns should also be communicated to the Dean of Studies
- the Dean of Studies also monitors student performance on the Learning Management System and through regular feedback; while lecturers are the most immediate interface between the institution and the student, occasionally the class room environment itself may be the problem; the Dean of Studies can interview the teacher and/or student if there are any concerns
- once a student seeks or accepts assistance, the Dean of Studies and Counsellor can collaborate to provide the student every appropriate support to guide the student through the issue/s