

Access and Equity Policy

Purpose

This policy provides direction & guidelines for the selection and induction of students for funded Vocational and Pre-vocational courses.

RTO 22215 endorses access and equity within Vocational Education and Training (VET) by adopting the following principles:

- equity for all people through the fair and appropriate allocation of resources and involvement in vocational education and training
- equality of outcome within vocational education and training for all people without discrimination
- access for all people to appropriate, quality vocational education and training programs and services
- increased opportunity for people to participate in vocational education and training and in relevant decision-making processes within the vocational education and training system.

Access, Equity and Client Selection

Every client who meets the entry requirements as prescribed by the appropriate Training Package will be accepted into any training/assessment program.

RTO 22215 endorses the national equity strategy by incorporating the principles of equity into all programs.

RTO 22215 staff has been instructed in their responsibilities with regards to Access and Equity principles.

Clients have equitable access to all programs irrespective of their gender, culture, linguistic background, race, location, socio-economic background or disability.

Some programs may have a limited number of vacancies and these will be filled in a chronological order upon completion of enrolment interview.

Admission procedures will therefore be free of discrimination, and if an individual does not meet entry requirements, all attempts are made to assist them to identify alternative courses of action.

RTO 22215 is committed to assisting those with special needs.

This may include persons with disabilities, mature age adults, long-term unemployed adults, adults with low self-esteem / confidence, adults requiring literacy / numeracy assistance, single parents, etc.

Language & Literacy Skills

RTO 22215 has in place in it's existing enrolment procedure for identifying the learning needs of a diverse group of clients in order to plan and implement appropriate learning strategies. This procedure may involve the completion of a Language and Literacy test prior

to commencement of the program of study. This inventory indicates the client's preferred learning style and allows the selection of appropriate learning and assessment strategies.

Language, Literacy and Numeracy support service options will be discussed individually with each client when the need is determined from the diagnosis or anytime at the request of a client.

1. All staff will make every effort to maintain the confidentiality of student's language, literacy, or numeracy problems.
2. Staff will not make discriminatory or judgmental statements about any student or other staff member based on the level of language, literacy, or numeracy skills or any other issues.
3. Students with language, literacy, or numeracy problems will be counselled on their skill deficiency and the possible impact on the proposed RTO training program.
4. Recommendations for assistance will be presented to the student to overcome the skill shortfall.
5. Specialised training such as that offered by Foundation Level training may be recommended.
6. If applicable, the Executive Officer will review six monthly the effectiveness of language, or numeracy support programs and their impact on students undertaking any RTO training program.
7. Management and staff have the joint responsibility of maintaining a high level of awareness of courses available to students with language, literacy, or numeracy problems.

Evaluating aims, objectives and delivery of programs

The Executive Officer will liaise with all staff to evaluate the organisation's aims, objectives and delivery of programs.

Programs will be evaluated under the following headings:

- Is it likely that the material, venue or delivery of the course would discriminate against any group or individual?
- Could amending or restructuring the course alleviate any such problems?
- Do all students have an equal opportunity to complete the training?
- Are all students assessed fairly and without bias, favouritism or discrimination?
- When assessing students, are only those aspects that are relevant to assessment considered?
- Is there any way the aims, objectives and delivery of training packages could be improved whilst still maintaining the integrity of the content?
- Have any students given feedback on a training incident, which highlighted any Access and Equity Policy problems?

Training of staff in the principles of Access and Equity

- Staff have access to the organisation's Access and Equity Policy.
- Staff will attend the staff induction, which covers amongst other topics, the implementation of the Access and Equity Policy.
- Any staff member who breaches the Access and Equity Policy will be counselled on the breach, and if required, the staff member will undertake further professional learning in this area.