

| POLICY:     | ACCESS AND EQUITY   |
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| NVR Ref:    |   |
| Responsible | The RTO Manager is responsible for compliance with this access and equity policy.   |
| Background  | <p>Many prospective learners may experience difficulties due to</p> <ul style="list-style-type: none"> <li>• coming from a non-English speaking background</li> <li>• limited skills in writing or reading</li> <li>• a hearing, sight or speech impairment</li> <li>• a Disability (see DDA).</li> </ul> <p>AACI ensures access and equity issues are taken into consideration when engaging with prospective learners and students in accordance with the VET Standards and DDA requirements.</p> |
| Scope       | This policy applies to all Staff and prospective students and students of AACI.   |

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| <p><b>Policy</b></p> | <p>The primary role of the Access and Equity Policy is to promote full and equal participation of all students and staff of AACI and to foster an environment free of discrimination and harassment.</p> <p><b>Guidelines:</b></p> <ol style="list-style-type: none"> <li>1. AACI is committed to effecting change that promotes equality of opportunity for all. <ul style="list-style-type: none"> <li>AACI’s Access and Equity Policy is guided by the following principles: <ul style="list-style-type: none"> <li>• all staff and students have a right to quality of opportunity.</li> <li>• there is recognition of, respect for and promotion of diversity within our community.</li> <li>• there is encouragement of initiatives to effect change.</li> <li>• while some people clearly need our advocacy, we support and encourage people on the journey of self-determination and self-advocacy (empowerment).</li> <li>• Every person has a right to participate in decisions that affect their lives.</li> <li>• Compliance with the VET Standards ensures Learners have timely access to current and accurate records of their participation and progress</li> </ul> </li> </ul> </li> <li>2. The AACI website and the Administration Manager provides information at prior to any enquiry, during pre-enrolment stage and as a student to the following services: <ul style="list-style-type: none"> <li>Support Services</li> <li>Harassment and Discrimination Complaints</li> <li>Equal Opportunity for Women</li> <li>Equal Employment Opportunities</li> <li>Indigenous People</li> <li>People from non-English speaking background</li> <li>People in rural and remote areas</li> <li>Temporary Protection Visas.</li> </ul> </li> <li>3. The CEO and executive team ensure that the structures and practices of AACI are in accordance with state and national legislation regarding all areas of Equal Opportunity, DDA, including sex discrimination, racial discrimination, disability discrimination and Equal Opportunity for women in the workforce, in particular by supervising the incorporation of the principles of state and national legislation into policy. <p>AACI also refers to the Access and Equity policy when complying with state and ASQA VET Standards and DDA.</p> </li> </ol> |
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|                   | <p><b>Specific Principles</b></p> <p>All staff, prospective students, students and industry participants have a right to work in an environment free of any form of harassment and discrimination:</p> <ul style="list-style-type: none"> <li>• All reports of harassment and discrimination will be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated</li> <li>• When management is informed of any harassment or discrimination, it has the responsibility to take immediate and appropriate action to address it.</li> <li>• In dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained.</li> <li>• Whenever possible, all complaints should be resolved by a process of discussion, communication, cooperation and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to the Institute.</li> <li>• Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support and assistance in resolving the issue.</li> <li>• Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation, should be victimised.</li> <li>• Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers.</li> <li>• Staff and participants should not make any frivolous or malicious complaints. All staff and participants are expected to participate in the complaint resolution process in good faith.</li> </ul> |
| <p>Definitons</p> | <p><b>Access and equity</b> means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes’ (Glossary, Standards for RTOs 2015)</p> <p><b>DDA or Disability Discrimination Act</b> means it is unlawful to discriminate against a person on the grounds of Disability. Section 22 of the DDA contains specific requirements for educational authorities and providers. Discrimination in this sense refers to people with disability being treated less fairly than people without.</p>  |

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|  | <p><b>Disability</b> under the DDA means and includes: physical disabilities, intellectual disabilities, psychiatric disabilities, sensory disabilities, neurological disabilities, learning disabilities, physical disfigurement, and the presence in the body of disease-causing organisms.</p>   |
| <p><b>Related Regulations &amp; Guidance</b></p> | <p>ASQA VET Standards for Registered Training Organisations</p> <p>Standards that are relevant to providing services to students with a disability include:</p> <ul style="list-style-type: none"> <li>• Standard 1—the RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.</li> <li>• Standard 4—accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.</li> <li>• Standard 5—each learner is properly informed and protected.</li> <li>• Standard 8—the RTO cooperates with the VET Regulator and is legally compliant at all times.</li> </ul> <p>The Disability Act<br/> <b>Anti-Discrimination Regulations</b></p> |
| <p><b>Related Policies and Procedures</b></p>    | <p>Pre-Training Review <b>Policy and Procedure</b></p> <p>LLN Policy and Procedure</p> <p>Assessment Policy and Procedure</p> <p>Industry Engagement Policy and Procedure</p> <p>Complaints and Appeals Policy and Procedure</p>  |
| <p><b>Related Documents</b></p>                  | <p>Student Information Guide</p> <p>AACI website</p> <p>Pre-Enrolment Pack (see contents list Appendix 1)</p> <p>Completion of Pre Training Review Process</p> <p>PTR Application form</p> <p>PTR interview (LLN Interview)</p> <p><b>AACI LLN Learner Support Resources</b></p>  |

## VERSION CONTROL

### Review / amendment history

**Policy Approved by:** Chief Executive Officer / RTO Manager

**Responsible Officer:** Chief Executive Officer / RTO Manager

**Next Policy Review Date:** 1 May 2023

| Version | Date             | Details                                   |
|---------|------------------|---|
| 1.0     | 4 August 2021    | Policy approved and issued                |
| 2.0     | 1 March 2022     | Minor Changes                             |
| 3.0     | 1 September 2022 | RTO Registration TOID and contact details |
| 4.0     | 1 May 2023       | Minor Changes                             |