Access and Equity Policy

1. Purpose and policy statement:

To ensure that Access and Equity principles are applied to all ETAS operations to ensure individual learner and staff needs are recognised and supported and barriers are minimised.

2. Scope:

This policy applies to all operations of ETAS.

3. References and legislation

- National Vocational Education and Training Regulator Act 2011
  - Standards for Registered Training Organisations 2015
    - Standard One: Responsive to industry and learner needs
      - Clause 1.7
- Western Australia Equal Opportunity Act 1984
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Workplace Gender Equality Act 2012
- Fair Work Act 2009

4. Related documents

- ETAS Student Handbook
- ETAS Training and Assessment Strategies
- ETAS Training and Assessment Strategies Policy
- ETAS Legislative Compliance Policy
- ETAS Staff Handbook
- ETAS HR Documentation including contracts, agreements, induction materials
- ETAS Staff policies
- ETAS Staff Code of Conduct

5. Definitions

- Access and Equity: Access and equity covers three broad areas: Discrimination, Harassment and Affirmative Action. Each of these areas is supported by legislation at the State or Federal level as detailed above in the references and legislation section
- Disadvantaged Groups: include the following groups who have traditionally been under-represented in Vocational Education and training:
  - People with a disability
  - Aboriginals and Torres Strait Islanders
  - Women
  - People from non-english speaking backgrounds
  - People in rural or remote areas
Discrimination: This can be direct discrimination or indirect discrimination
  o Direct Discrimination is any action which specifically excludes a person or group of
    people from benefit or opportunity based on their status or personal characteristics
    that are irrelevant to the situation.
  o Indirect Discrimination is where a rule, practice or process appears to be neutral but
    which is in face perpetuating an unequal situation and reduces a person’s chance of
    benefiting from or accessing an opportunity.

Equity: Equity alone focuses on outcomes, it is not about treating people the same way, it is
about ensuring that all individuals and groups can participate and benefit to the same level.

6. Procedure:

6.1 Key principles of the policy

ETAS are an equal opportunity employer and are committed to practices that are free from
discrimination and harassment in the workplace and our training courses. ETAS are committed
to providing a fair and equitable learning environment for all students and ensuring equality of
opportunities for education to all prospective and current students.

6.2 Information pertaining to our students

No individual participant will be discriminated against (and access to courses will not be
limited) on the basis of:
  – Sex;
  – Sexuality;
  – Relationship status;
  – Status as a parent or carer;
  – Pregnancy;
  – Breastfeeding;
  – Race;
  – Religious or political conviction;
  – Disability;
  – Membership or non-membership of an association or organisation of employers or
    employees; and
  – Age

All participants will be recruited in an ethical and responsible manner, which promotes
inclusiveness and is consistent with the relevant Training Package. The dignity and privacy of
an individual will be respected at all times.

To maximise the chance of ETAS students successfully completing their training, we will;
  – Identify learner characteristics and support needs prior to enrolment where able or
    upon commencement
  – Provide access to appropriate support services throughout the training
  – Actively encourage the participation of students from traditionally disadvantaged or
diversity groups
– Train all staff members so that they are appropriately skilled in access and equity issues

Students will have every opportunity to maximise their training and learning experience. Where there is perceived difficulty in achieving learning goals, discussion with the Student will be encouraged. Information will be provided about possible alternative pathways to achieve goals, options/choices to overcome barriers and ways to access a supportive network. This information will vary according to the individual needs of the Student.

Assessment is confidential and focuses on the Student’s strengths. Assessment is flexible, uses a variety of tools and includes suggestions and negotiation about future goals and development. ETAS provide a safe environment that enables risk-taking, the opportunity to change, is encouraging and supportive.

7. Additional sources of information


8. Complaints and Appeals processes

Complaints and Appeals in relation to ETAS Access and Equity will be handled in accordance with the Complaints and Appeals Policy.

9. Breaches of Policy

Any person who is found to have breached this policy or the legislation to which this policy applies may face disciplinary action.

Confirmed current as at: 26.07.2016

Signed:

Name: Greg Smith

Position: Chief Operations Officer