

Access and Equity Policy

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Preamble

This policy will provide guidelines and procedures to ensure ETAS (WA) Pty Ltd and any or all of its subsidiaries and trading names (referred to as Schrole DEVELOP, Schrole ETAS, Schrole or ETAS Group) continues to meet the requirements of the National Vocational Education and Training – Standards for Registered Training Organisations 2015, in respect to access and equity provided to learners.

Purpose and policy statement:

To ensure that the Schrole DEVELOP assessment framework, principles and procedures meet the requirements of the relevant Training Packages and Clauses under the Standards for RTOs 2015. Schrole DEVELOP strives to meet the needs of individuals through fair treatment and the integration of access and equity guidelines and support for our learners.

Scope:

This policy is to ensure that Access and Equity principles are applied to all Schrole DEVELOP operations to ensure individual learner and staff needs are recognised and supported and barriers are minimised.

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 1.3b Sufficient education and support services
 - Clause 1.7 Support Learners
- Western Australia Equal Opportunity Act 1984
- Disability Discrimination Act 1992 (DDA)
- Disability Standards for Education 2005
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Workplace Gender Equality Act 2012

Related documents

- Schrole DEVELOP Client Handbook
- Schrole DEVELOP Training and Assessment Strategies Policy
- Schrole DEVELOP Assessment Strategies Policy
- Schrole DEVELOP Legislative Compliance Policy
- Schrole Group Staff Handbook
- Schrole Group Code of Conduct

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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
 - People from non-English speaking backgrounds
 - People in rural or remote areas
- Discrimination: This can be direct discrimination or indirect discrimination
 - 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.
 - Indirect Discrimination is where a rule, practice or process appears to be neutral, but which is in fact 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.
- Reasonable adjustment: an adjustment is a measure or action taken to assist a student with a disability to participate on the same basis as other students without a disability.

Procedure:

Key principles of the policy

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

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Information pertaining to our learners

No individual participant will be discriminated against (and access to courses will not be limited) based on:

- Age
- Gender
- Sexuality
- Race, culture or ethnic background
- Religious or political conviction
- Disability
- Relationship status
- Status as a parent or carer
- Pregnancy or breastfeeding
- Membership or non-membership of an association or organisation

All learners will be recruited in an ethical and responsible manner, which promotes inclusiveness. The dignity and privacy of an individual will be respected at all times.

To maximise the chance of Schrole DEVELOP learners 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 learners from traditionally disadvantaged or diversity groups
- Train all staff members so that they are appropriately skilled in access and equity issues

Learners will have every opportunity to maximise their learning experience. Where there is perceived difficulty in achieving learning goals, discussion with the learner 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 learner.

Assessment is fair and flexible. Reasonable adjustment and appropriate changes will be considered to enable a fair and flexible approach to assessments. Consideration will also be given for language, literacy and numeracy and cultural or religious obligations.

Schrole DEVELOP provides a safe environment that is encouraging and supportive.

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Reasonable Adjustment

Schrole DEVELOP will customise our services to facilitate learners with disabilities within the boundaries and limitations of the training course being delivered and within expectations of the workplace. Reasonable adjustment will be available to ensure learners with disability are able to participate in training on the same basis as learners without disabilities.

If Schrole DEVELOP for any reason is unable to offer reasonable adjustment for a person who declare a disability, the RTO must record its reason in writing and assist the learner in locating an alternative provider and/or an alternative course that is suitable with their needs and capabilities.

When limitations and opportunities for flexibility are identified, these will be communicated into the training and assessment strategy and related marketing and enrolment documents. This will be communicated with potential clients and stakeholder in industry engagement.

If Schrole DEVELOP is able to offer reasonable adjustment for a learner who declares a disability, then Schrole DEVELOP will make a commitment to the learner in writing, clearly documenting the reasonable adjustment that will be provided.

Useful information for learners

Police General Enquiries 24 hr Phone: 131 444

Lifeline www.lifelinewa.org.au 24 hr crisis/domestic violence/suicide line. Phone: 13 11 14

Beyond Blue www.beyondblue.org.au 24 hr support for depression. Phone: 1300 22 4636

Samaritans www.thesamaritans.org.au 24 hr crisis support line. Phone: 135 247

Database list of medical practitioners. Phone: 1300-135-030

Alcohol & Drug Information Centre - addresses drug/alcohol issues. Phone: 9442 5000

Citizen Advice Bureau www.cabwa.com.au legal advice. Phone: (08) 9221 5711

1800 Respect www.1800respect.org.au 24 hr counselling & support for sexual assault, domestic & family violence. Phone: 1800 737 732

MensLine Australia <https://mensline.org.au> online counselling service for men with family and relationship concerns. Phone: 1300 78 99 78

The Salvation Army <https://salvos.org.au> telephone counselling service. Phone: 1300 364 277

Appeals process

In accordance with the Schrole DEVELOP Complaints and Appeals Policy

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.

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