

ACCESS AND EQUITY POLICY

HRTC endorses the principle of access and equity within VET by adopting the following guidelines:

- 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.

Language & Literacy Skills

Staff members and Instructors are required to observe, identify and immediately act when a student has problems with language, literacy, or numeracy.

- Staff or Instructor s will make every effort to maintain the confidentiality of student's language, literacy, or numeracy problems.
- Staff or Instructor s 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.
- Students with language, literacy, or numeracy problems will be counseled on their skill deficiency and the possible impact on the proposed HRTC training program.
- Recommendations for assistance will be presented to the student to overcome the skill shortfall.
- Specialised training such as that offered by Foundation Level training may be recommended.
- The Executive Officer will review six monthly the effectiveness of language, or numeracy support programs and their impact on students undertaking any HRTC training program (if applicable)
- 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 is required to hold six monthly meetings with staff and Instructors 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

- Instructors have access to the organisation's Access and Equity Policy.
- Staff and Instructors will attend the staff induction, which covers amongst other topics, the implementation of the Access and Equity Policy.
- Any staff member or Instructor who breaches the Access and Equity Policy will be counseled on the breach and, if required, the staff member or Instructor will undertake further training.

Formulating Policy and Plans

- The Executive Officer will make all staff and Instructors aware of any changes in the organisation's aims and objectives in regard to Access and Equity Policy.
- Staff and Instructors are encouraged to make any suggestions, which they feel may improve the Access and Equity Policy. All such suggestions will be welcome and the Executive Officer will give feedback on the suggestion to the staff member or Instructor.

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