

## Access and Equity Policy

VSA will make sure that students have the opportunity to participate and achieve the same outcomes as other members of the community. This means any person is welcome to participate in VSA training and courses of study, irrespective of their employment status. Some courses may have prerequisite standards and competencies. Learners wishing to undertake these courses must ensure that they read and understand any prerequisites required for entry.

All of our staff will bound to promote access to employment and training for all people regardless of gender, socio-economic background, disability, ethnic origin, sexual orientation, age or race. Ensuring training services are delivered in a non-discriminatory, open and respectful manner. Providing reasonable access and equity in regard to training and assessment at all levels. All staff members have responsibility for access and equity issues for learners.

We will ensure that the selection criterion is non-discriminatory, providing fair access to training for all persons eligible for enrolment. Every applicant who meets the entry requirements (if applicable) will be accepted into any program within our scope of registration.

All staff and learners, in their induction to our organisation or into a training program are made aware of our Access and Equity Policy.

- we endorse cultural diversity by incorporating the principles of equity into all programs;
- all of our staff/learners are instructed in their responsibilities regarding access and equity principles;
- all learners have equitable access to all programs irrespective of their gender, culture, linguistic background, race, socio-economic background; disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities;
- some training programs offered may have limited number of places available and these will be filled in a chronological order upon completion of enrolment; and
- enrolment procedures will be free of any form of discrimination, and if an individual does not meet the entry requirements, all attempts will be made to assist them to identify all alternative courses of action.

VSA will maintain business practice through all its organisational procedures to ensure that its education and assessment services and learner support services, reflect an inclusive, fair, open and flexible approach, by:

- Promoting the organisation and the services it offers in a manner that is relevant to a diverse range of potential clients
- Ensuring that the organisation offers client-focused procedures that acknowledge, assess and provide for the individual learning requirements of all clients
- Implementing inclusive education and assessment practices that provide maximum participation and empowerment of the client

- Moderating assessment and education services to meet the cultural needs of the clients.
- Providing opportunities for the trainers and assessors to undertake professional development on inclusive practice in assessment and education within the Vocational Education and Training Sector.
- Reviewing practices, policies, systems, workplace behavior and structures that may contribute to the discrimination or disadvantage of clients from marginalised groups of the population.
- Providing information and support to clients requiring language, literacy and/or numeracy support during their education and assessment activities.

Bullying, Harassment, Discrimination and Sexual Harassment shall not be tolerated, and shall result in immediate suspension from any duties, or sessions pending further actions

### Learners with special needs

In line with our Access and Equity practices, learners with special needs are offered the same opportunities as any other candidate. Our training and assessment programs will take special needs into consideration from the planning stage onwards and adopt particular learning and assessment methods as appropriate.

As special needs extend to more than physical or learning difficulties, trainers and assessors will consider the best approach when dealing with candidates with needs such as out of hours work commitments and work related rostering requirements and individual workplaces and training needs.

This is especially so in relation to assessment because one fundamental principle of an assessment system is that each candidate must have access to fair and open assessment. Depending on any specification given in the standards, the assessor may be able to accept alternative evidence from a candidate with different needs and different work places. However, the minimum assessment outcomes must still be met.

### Other related policies and procedures:

- Educational and Support Services Policy and Procedure
- International – Enrolment Policy and Procedure

### Responsible Officer

The responsible officer for the implementation and training of this policy is Managing Director of VSA.