



## ACCESS AND EQUITY POLICY

**Access and equity** means the policies and approaches that ensure we are responsive to the diverse needs of all clients and that participation in our programs and courses is available to everyone on an equitable basis including women where under-represented, people with disabilities, people from non-English speaking backgrounds, Indigenous Australians, and rural and remote learners. As an RTO our organisation applies access and equity principles and provides timely and appropriate information, advice and support services which assist clients to identify and achieve desired outcomes (AQTF Standards for Registered Training Organisations). To this end CHCC will act to ensure that its structures, policies, and procedures are free from direct or indirect discrimination on the grounds of sex, marital status or pregnancy, race, age, sexual preference, religious or political beliefs, disability, family responsibility or family status

We will treat all students with dignity and fairness, acknowledging the adult environment in which we operate and the experience and life skills that they bring to it.

We will ensure that adults have access to our courses and services regardless of educational background, gender, marital status, sexual preference, race, colour, pregnancy, national origin, ethnic or socio-economic background, physical or intellectual impairment, and religious or political affiliation. We see value in the things that make us different and provide synergy for the learning experience of students, staff, and tutors alike. Scholarships for fee reduction will be available to eligible applicants.

We will endeavour to provide clustering and contextualising of units of competency from the industry Training Packages. This will enable clients to build competency profiles which suit their immediate skill development needs while building towards a qualification outcome, should that be a long term project. We will allow entry and exit points through the certificate.

We will endeavour to contextualise units of competency to reflect the immediate context in which the units are to be used. These may relate to: local organisation needs, particular delivery methods, learner characteristics, wider enterprise requirements. All VET Trainers within the organisation will be given Professional Development training on clustering and contextualising units of competency.

We will continue to explore the use of emerging technologies to provide learning opportunities that meet diverse needs and remote locations of learners.

As an RTO it our responsibility to provide appropriate information to students to ensure that they understand the requirement of units of competency prior to assessment. Advice pertaining to the levels of English language and literacy required to meet the outcomes of a unit of competency will be made clear prior to the commencement of the learning process and students who may have difficulty meeting these requirements will be provided with support for appropriate language and literacy skills training.

We will encourage a positive image of people with disabilities and provide appropriate support to enable them to participate in our courses and activities, and gain skills that will help them to increase their independence.

We will provide equal access for students with physical disabilities wherever practicable, within the restraints of our financial resources and available premises and facilities.

Staff and tutors with physical disabilities will be given equal access to recruitment, selection and professional development opportunities, available information, the use of premises, equipment and facilities, and other conditions of employment, wherever practicable.

Each year we will provide funding, dependent on our financial resources, to assist targeted equity groups to enrol in our programs and courses.

We will provide literacy and numeracy support, and will also encourage, assist and subsidise people with disadvantages to participate in our other programs and courses, although access for all disadvantaged people may be limited by financial resources and available facilities.

We will provide literacy and numeracy awareness training for our tutors and administrative staff to enable them to better assist participants to meet course requirements.

### Camden Haven Community College Inc.

<b>PREPARED/REVIEWED BY</b>	J Troup	R Tomsett	J Troup	J Troup	R Butlin & J Troup	C'tee
<b>DATE</b>	May 2002	Nov 2005	Mar 2006	Oct 2009	Sept 2011	Sept 2011
<b>VERSION</b>	1	2	3	4	5	6

Program Managers will monitor the progress of all students with disadvantages enrolled in our courses, and will regularly review their performance with their tutors to ensure we are meeting the students' needs.

We will endeavour to ensure that all teaching resources are free from gender, cultural and other reflections of discrimination to enable individuals from disadvantaged groups equal and fair opportunity to demonstrate their competency.

Our commitment to the principles of equal access and equity, anti-discrimination, and respect for diversity are included in our Code of Practice and in all our induction courses.

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