

P-1.18 ACCESS & EQUITY POLICY

ECTARC Quality Policy & Procedures Manual
Section B – Policies

1.18.1 Purpose

This policy is designed to ensure that Early Childhood Training and Resource Centre (ECTARC) adheres to the principles of access and equity and maximises its outcomes for clients. Policies and approaches are aimed at ensuring vocational education and training (VET) are responsive to the individual needs of the client, where they may present a barrier to access, participation and the achievement of suitable outcomes.

Individual needs may include, but are not limited to:

- language, literacy and numeracy level
- disability
- rural and remote location
- sexuality
- age
- gender
- cultural or ethnic background
- unemployment

1.18.2 Scope

This policy reflects the legislative requirements of the:

- Standards for Registered Training Organisations (RTOs) 2015
- *Anti-Discrimination Act 1977*
- *Work Health and Safety Act 2011*
- *Disability Discrimination Act 1992*
- *Disability Services Act 1986*

1.18.3 Definition of Reasonable Adjustment

Reasonable adjustment refers to measures or actions taken to provide a client the same educational opportunities as everyone else. To be reasonable, adjustments must be appropriate for that person, must not create undue hardship for the RTO and must be allowable within rules defined by the Training Package.

Reasonable adjustment incorporates the provision of resources for functional assistance to a client to enable equitable participation in ECTARC facilities. It may include:

- modifying or providing equipment
- modifying assessment procedures
- modifying course delivery
- modifying a premises/facility.

1.18.4 Deployment

Throughout the enrolment process a client's needs will be assessed through the completion of the enrolment form, a Foundation Skills Questionnaire and a conversation with an ECTARC Training and Development Officer. ECTARC aims to provide inclusive VET programs and services, supported by commitment to quality, client responsiveness and equity.

1.18.4.1 Improving Outcomes for Clients with Individual Needs

All services provided by ECTARC are available to clients with individual needs. ECTARC offers flexible delivery modes, quality teaching, staff development and reasonable adjustment to facilitate positive outcomes. ECTARC ensures equitable application and access to clients with individual needs by providing information and a physical environment appropriate to clients' needs.

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1.18.4.2 Client Service

ECTARC will establish the needs of clients and delivers training, assessment and support services to meet these individual needs.

ECTARC promotes quality by recognising the importance of client service, setting standards for the delivery and development of programs and services and regularly monitoring and evaluating programs and services for improvement.

1.18.4.3 Employee Development

All employees will have access to internal and external staff development opportunities relating to specific issues of clients to facilitate equitable participation and positive outcomes for clients. Refer *P-1.14 Continuing Professional Development Policy* and *SP-7.2 Employee Training and Development Procedure*.

1.18.4.4 Provision of Information

All clients have the right to access information about all relevant entry and program requirements prior to enrolment. This information is readily available both on the ECTARC website and in hardcopy. External marketing must also include this information. Any relevant entry requirements are included in this information and where a student enrolls but does not meet the requirements they will be provided with a full refund. Consultation between employees and relevant paraprofessional/professionals will also be encouraged.

1.8.4.5 Training Packages

ECTARC will implement inclusive practice in line with the requirements of the applicable Training Package to facilitate equitable participation for all clients. The inclusion policy will be reflected in delivery design, monitoring and evaluation. Aspects to be reviewed include:

- learning styles
- delivery modes
- assessment
- language and communication access
- adaptive equipment/technology.

Reasonable adjustments may include:

- adjusting the sequence of units
- providing/customising the learning outcomes
- extending the program duration
- providing mixed mode delivery
- customisation of Assessment (Refer: *SP-10.8 Customisation Procedure*).

1.18.4.6 Learning Opportunities for Clients

Teaching and learning opportunities for clients will be maximised via the provision of the least intrusive and most advantageous teaching methods and environments. Reasonable adjustments may include (where available and appropriate):

- interpreters
- prior access to notes/handouts
- verbal, visual, enlarged, audio, computer, plain English rewrites or other adaptive forms of program materials
- one-to-one presentation of the material
- appropriate positioning of the client within the learning environment.

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Where necessary, clients will be offered alternative modes of skill acquisition and early childhood sector experience.

1.18.4.7 Client Responsiveness

All clients have access to ECTARC's *P-1.20 Appeals and Complaints Handling Policy* and *SP-5.2 Grievance Procedure* and/or external appeals to the Australian Human Rights Commission or to the Anti-Discrimination Board.

New Policy ☐

Reviewed Policy ☒