

## **RTO Access and Equity Policy (P06)**

### **Purpose**

The management and staff of the Australian Institute of Flexible Learning (AIFL) are committed to achieving best practice in undertaking vocational education and education for their clients. In implementing education and assessment, the AIFL adheres to the principles of Access and Equity i.e. that all aspects of the operation will reflect a non-discriminatory, flexible approach in business practice to best meet its clients, and potential clients needs.

### **Commitment**

The AIFL will maintain business practice through all its organisational procedures to ensure that its education and assessment services and student 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 client
- Providing opportunities for AIFL trainers and assessors to undertake professional development on inclusive practice in assessment and education within the Vocational Education and Education Sector
- Reviewing practices, policies, systems, workplace behaviour 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.

### **Support in Language, Literacy and Numeracy Skills**

The AIFL adheres to the educational principle of providing a learning environment for the student that will complement their learning needs and enable greater opportunity for a successful outcome for the student. To engage in the assessment and learning opportunities provided by the AIFL, the student may be required to use language, literacy and numeracy skills as evidence of their competence and understanding.

The AIFL is committed to providing assistance to people seeking to undertake training with the AIFL, who may have special literacy and numeracy requirements. The AIFL will provide individual assistance where possible to trainees to have literacy and numeracy skill needs and will also provide referrals to specialist literacy and numeracy assistance agencies where appropriate.

- During the initial contact, enrolment or orientation phases of the education program, the student or the relevant AIFL representative may identify the need for support within or modification of the education program to enable the student to successfully meet the specified requirements of assessment.
- It is the role of the AIFL to undertake a process of identifying and determining the level of support required for the individual student within parameters of the chosen program to be undertaken and its specific education and assessment requirements. The process may require an initial meeting between the student and the relevant AIFL representative to determine:
  - The nature of support required
  - AIFL staff and their role in the provision of support
  - The timeframe in which the support is provided by the AIFL
  - Identification of external supports that may be provided
  - Resource implications of the support and to the level it will be provided by the AIFL
  - Identification of a monitoring and review process to evaluate the relevance and effectiveness of the support offered by the RTO and other parties
  - The AIFL will document all relevant communication between the student, external parties and the AIFL relating to the provision of language, literacy and numeracy support to the student. The documentation will be filed in the individual student's file. The student will hold a copy of all documentation held by the AIFL relating to the student's engagement in the education program.

## **Laws and Legislation**

The AIFL recognises that both Commonwealth and State laws exist that protect the rights of access and opportunity for people who are vulnerable within society. Legislation under the following Acts protects the rights of people who are in danger of being marginalised and denied access to mainstream Vocational Education and Education services and other social and institutional advantages that individual may pursue for own development and wellbeing.

- Human rights and equal opportunity (ref. Site)
- The Equal Opportunity Act 1985 (Vic)
- The Vocational Education, Training & Employment Act 2000
- Commission for Children and young People Act 2000
- The Privacy Act 2000
- The Copyright Act 1968
- The Copyright Amendment (Parallel Imporation) 2003
- Anti Discrimination Act 1991
- Disability Discrimination Act 1992 (Commonwealth)
- Sex Discrimination Act 1984.
- Occupational Health & Safety Act 2004

The AIFL acknowledges that the legislation targets specific groups within society, including women, Aboriginal and Torres Strait Islanders, people of non-English speaking backgrounds, those of diverse cultural and religious backgrounds, people

from rurally isolated areas and people with physical, intellectual or psychological disabilities.

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