

# 07.0 - Access and Equity Policy

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## Purpose

The purpose of this policy is to ensure AGA adheres to the requirements of the National Standards for Group Training Organisations (2017), AQTF Essential Conditions and Standards for Continuing Registration, Standards for Registered Training Organisations 2015, VRQA Guidelines for Vocational Education and Training 2016 and 2018-19 Standard VET Funding Contract Skills First Program.

The Access and Equity policy of AGA is aimed at ensuring everyone has an equal opportunity to successfully gain skills, knowledge and experience through employment, education and training. AGA understands that some groups in the community have much lower participation in vocational education and training in general and apprenticeships and traineeships.

Some people may not have the skills they need to complete training. They may need extra support to stay in training, they may need training to fit their needs or the training may need to be taught in a certain way for them to be successful. These people include people with a disability, people from culturally and linguistically diverse backgrounds, Aboriginals and Torres Strait Islanders, youth, women, people in custody, mature age people, people who live in rural and remote areas and people with language, literacy and numeracy difficulties.

It is important these people have equal access to employment and training opportunities.

## Definitions

**Access and equity** means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

### Equity

Equity essentially means “fairness”. In employment and training terms it means that people are provided with the opportunity to access, participate and successfully achieve outcomes. AGA acknowledges that:

- It is common for people to identify with more than one equity group
- There are differences within and between equity groups
- Each equity group does not experience the same type of disadvantage
- There remain many common systemic barriers for equity groups

### Diversity

Diversity recognises that many factors influence the ability of people to participate in vocational education, training and employment. These factors include:

- Prior educational experience
- Language
- Work and social experiences
- Geographic location
- Religion
- Gender
- Culture
- Values and beliefs
- Age

# Policy

AGA's core objective is to provide employment and training opportunities for young people into apprenticeships and traineeships developed in conjunction with input from a wide range of industry and training professionals. Employment possibilities with AGA are based on the Group Training Organisation model.

AGA would not operate without the support and placement of our young people in a wide range of industry placements and locations. Therefore our policy requires strategies aimed at a collaborative framework that incorporates the involvement and support of all relevant parties.

The keys features of this Policy are:-

- AGA adheres to principles of access and equity and maximises outcomes for its clients.
- AGA establishes the needs of clients, and delivers services to meet these needs. The needs of clients are established. Client services are put into place or accessed to address the identified needs. The provision of services is monitored to ensure that they continue to address the identified need.
- Before clients enrol or enter into a training contract, AGA informs them about the training, assessment and support services to be provided, and about their rights and obligations. Clients are provided with accurate and sufficient information to make an informed choice about their enrolment and/or agreement.
- To maximise the chance of a student successfully completing their training, AGA will identify any support individual learners need prior to their enrolment or commencement (whichever is the earliest) and provide access to the required support throughout their training. Learners needs will be assessed by asking learners to complete a formal assessment of their language skills, literacy and / or numeracy to determine the amount of support needed.
- Support may include but not limited to - LLN support; assistive technology; additional tutorials including online tutorial support; other mechanisms, such as assistance in using technology for online delivery components. If this support attracts an additional cost to the student, AGA will make this clear in the pre-enrolment information.
- Information provided to clients will be clear, accurate and sufficient to assist them to make an informed choice. Learners will receive training, assessment and support services which meets their individual needs.
- Where there are any changes to agreed services, AGA will advise the learner as soon as practicable, including in relation to any new third party arrangements or a change in ownership or changes to existing third party arrangements.
- AGA provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively.

Our Access and Equity strategies have been developed around this framework:

- Staff will be educated in equal opportunity principles associated with selection, employment, training and marketing in line with AGA policy.
- Staff will be required to establish specific strategies in conjunction with management to address access and equity issues in their day to day operations.
- Management will ensure that access and equity issues are incorporated in company plans and strategies and develop key performance indicators to monitor our impact.
- AGA will work with appropriate local groups to identify opportunities to develop partnerships arrangements to encourage community acceptance of entry level training as a viable career option for disadvantaged groups.
- Appropriate access and equity principles and legislation were considered in the development of this policy and will be referred to in implementation of any strategies designed to improve access and equity

## Marketing

Our marketing activities are directed towards recruiting young people into apprenticeships and traineeships. Within this framework our marketing is all inclusive and directed at creating opportunities for people from diverse backgrounds.

## Training

AGA is committed to providing vocational education and training in an accessible and equitable way.

## Strategies

AGA is therefore committed to:

- Provide training programs and services that are accessible to all people
- Providing for the requirements of individual learners
- Seeking to deliver programs to a diverse range of students under-represented in vocational training.
- The provision of support services to enable members of equity groups to participate in vocational training.
- The delivery of training and support services in an environment free from harassment.

AGA will aim to provide:

- Mechanisms for recognition of prior learning
- Articulation pathways and credit transfers
- Support for learners with different and diverse needs
- A student population that reflects the diversity of backgrounds and experiences found within the broader community in which we operate.
- An opportunity for people who in the past have been excluded or unsuccessful in their studies.
- Staff development programs to assist academic staff in developing inclusive curriculum, including content, teaching methods and assessment practices.
- Staff development for all staff in skills appropriate to a diverse student population.

AGA will form alliances with organisations that specifically provide services to disadvantaged people and actively seek to facilitate recruitment from this sector. Our recruitment review process will seek to identify gaps in access and equity processes with direct links to our continuous improvement process.

AGA will seek input from external agencies or individuals with appropriate expertise to assist in this area. AGA has developed this policy in accordance with access and equity principles and legislation and will ensure any future strategies also reflect this.

## Strategies to Improve Outcomes

The company will develop appropriate strategies to improve outcomes for equity groups that are consistent with this policy. Such strategies will include but not be limited to:

- Strategic alliances and working relationships with target organisations
- Marketing plans that include access and equity provision
- Operational Plan targets

## Responsible Persons

- Managers

## Reference Documents

- Apprentices, Trainees and Students with Special Needs Policy 2.4

**Policy Approved by:** General Manager - Employment, Development and Projects

**Distributed to:** All sites via Intranet (<https://intranet.intowork.com.au>)