ACCESS AND EQUITY POLICY FOR STUDENTS

1. Purpose
The purpose of this Access and Equity Policy is to ensure that all students enrolled in programs offered by ET Australia Training College have equal access to high-quality education and training, irrespective of their background. This policy aims to eliminate barriers, foster inclusivity, and create an environment that values and respects the diversity of our students.

2. Scope
This policy applies to recruitment, enrolment and induction of all students.

3. Commitment to Access and Equity
ET Australia is committed to promoting access and equity for students by:
   a. Providing a learning environment that is free from discrimination, harassment, and bullying.
   b. Ensuring equal opportunities for participation, progression, and successful completion of training programs.
   c. Recognising and celebrating the diversity of our student population, including differences in age, gender, cultural or ethnic background, disability, religion, sexuality, socio-economic background and employment status (long-term unemployed).

4. Student Recruitment
ET Australia Training College is committed to ensure that the recruitment of students for enrolment into a training program is conducted in a fair, transparent and equitable manner to promote diversity, eliminate discrimination and provide equal opportunities for individuals to access our programs.

ET Australia Training College is committed to the following principles for recruitment of students:
   a. Fair and Transparent Processes: Recruitment processes will be fair, transparent, and free from bias. Information about courses, entry requirements, and selection criteria will be clearly communicated to potential students.
   b. Equal Opportunity: All individuals, regardless of their background, will have equal opportunity to apply for and be considered for enrolment in vocational education and training programs.
   c. Diversity and Inclusion: ET Australia Training College values and encourages diversity in its student body. Recruitment efforts will actively seek to attract individuals from different age groups, genders, ethnicities, abilities, religions, sexual orientations, and socio-economic backgrounds.

4.1 Implementation of Access and Equity in Recruitment
Marketing and Information Dissemination: ET Australia Training College will ensure that marketing materials and information about its programs are inclusive and accessible. Efforts will be made to reach diverse communities through various channels.

4.2 Application Process
Accessibility: The application process will be accessible to all individuals. Alternative formats for application forms and information will be made available upon request.

Reasonable Adjustments: ET Australia Training College will make reasonable adjustments to accommodate the needs of applicants with disabilities during the application process.

See Appendix 1 for Identified Reasonable Adjustments.

4.3 Selection Criteria and Assessment
Fair and Relevant Criteria: Selection criteria will be fair, relevant to the program, and aligned with the skills required for successful completion. Any contractual criteria associated with funded training programs must be considered during the assessment process.

5. Inclusive Learning Materials and Methods
ET Australia Training College will ensure that learning materials and delivery methods are inclusive and accessible to all students. This includes providing alternative formats for learning materials, accommodating diverse learning styles, and making reasonable adjustments for students with disabilities.

6. Support Services
ET Australia Training College is committed to providing support services to assist students with well-being and academic issues during their enrolment and training periods..
Prior to enrolment the student support needs are identified and then student progress during training is closely monitored to allow for early intervention. If a student is not meeting their course requirements, support services will be made available such as tutoring, mentoring, adjusted resources eg reworded assessment instructions, and adjustments to training or assessment practices (these adjustments will not compromise the training package or be at odds with the relevant training and assessment strategy). .
ET Australia maintains a database of local and accessible support services for referral including mental health, physical health, family and relationship issues, housing and homelessness, bullying and sexual harassment.

6.1 Support for Students with Specific Needs
ET Australia is committed to complying with Commonwealth and State legislation and policies regarding access, equity and cultural diversity. This legislation includes the Disability Discrimination Act 1992 (Cth) and the Anti-Discrimination Act 1998 (Cth).
We also maintain compliance with the Disability Standards for Education 2005 (Cth) including processes relating to:
•   Enrolment.
•   Participation.
•   Training course development and delivery.
•   Student support services; and
•   Elimination of harassment and victimisation.

See Appendix 2 for Support Services.

7. Equal Opportunity in Assessment and Feedback
ET Australia will ensure that assessment processes are fair and equitable. Students will be assessed on their competence and understanding of the subject matter, free from bias and discrimination. Constructive feedback will be provided to support student learning and improvement.

8. Recognition of Prior Learning (RPL) and Credit Transfer
ET Australia Training College will provide transparent and accessible processes for Recognition of Prior Learning (RPL) and Credit Transfer, recognising the skills and knowledge that students bring with them. This promotes fair and efficient pathways for all students.

9. Culturally Inclusive Practices

ET Australia Training College will foster a culturally inclusive environment that respects and celebrates the cultural diversity of our students. This includes recognizing cultural practices, providing language support where needed, and promoting cross-cultural understanding.

10. Complaints Handling

ET Australia Training College will establish and maintain a clear and accessible process for students to raise concerns or complaints related to access and equity. Students are encouraged to use this process to report any instances of discrimination or unfair treatment.

11. Review and Continuous Improvement

This Access and Equity Policy will be regularly reviewed to ensure its effectiveness and relevance to the needs of our student community. ET Australia Training College is committed to continuous improvement in access and equity practices.

12. Responsibilities

The responsibility for implementing and monitoring this policy rests with ET Australia's CEO and the Training College Manager, who will ensure that staff and students are aware of their responsibilities in maintaining access and equity principles.

This policy complies with Standards for RTOs 2015 Standard 5			
Amendment	*Date*	*Change*	*Associated Documents*
Revised policy	13/12/2024	Policy was re-written.	
APPROVED BY:	**Training College Manager**		**DATE: 6 Feb 2024**

APPENDIX

1. Reasonable Adjustments

Reasonable Adjustments	
Student has difficulty with	**Example reasonable adjustments**
Concentration	• Breaking the assessment into appropriate components that can be undertaken separately; • Providing rest breaks during lengthy assessment sessions; • Providing a separate assessment venue if the student is distracted by others' movements or noise; • Providing additional time; • Providing alternative assessment methods, such as recording devices for oral testing, or telephone assessments; and • Allowing the student to provide evidence of having completed the assessment task at another venue; for example, an employer could verify satisfactory demonstration of competence.
Expressing knowledge in writing	• Allowing oral assessment; • Providing a digital recorder, scribe; • Providing a sign language interpreter; and • Providing additional time.
Spelling and/or grammar	• Allowing oral assessment; • Providing a digital recorder, scribe; • Providing a sign language interpreter; • Providing additional time; • Providing a computer with a generic spelling and grammar checker, dictionary and thesaurus (such as those included in Microsoft® Word) • Providing models and practical examples for the student to demonstrate what they mean; and • Providing alternative assessment methods, such as recorded interviews, slide presentations, photographic essays or models.
Numbers and numerical concepts	• Allowing additional time; • Allowing the student to use a calculator; and • Providing other assistive technology, such as a talking calculator.

Reasonable Adjustments

Student has difficulty with	Example reasonable adjustments
Understanding spoken information or instructions	- Allowing additional time; - Providing written information or instructions to complement the spoken version; - Providing a sign language interpreter; - Allowing rest breaks or split sessions; - Using simple, direct language (plain English); - Providing step-by-step instructions; - Repeating information given; - Paraphrasing to check for understanding, and asking the student to repeat what they are required to do; and - Demonstrating what is required.
Maintaining writing posture for any length of time, or writing quickly	- Providing a digital recorder or similar; - Allowing oral assessment; - Providing a personal computer (if using a keyboard is more comfortable than writing); - Allowing rest breaks; - Providing a scribe; - Providing other assistive technology or equipment; and - Allowing additional time.
Reading standard-sized print or handwriting	- Providing technology such as magnifying devices to enlarge print, or screen readers; - Providing oral assessment or recorded questions; - Providing a reader; - Allowing additional time; - Providing models, graphics or practical examples to illustrate questions; and - Providing heavily lined paper.
Physical tasks	- Allowing alternative methods of competence demonstration, such as oral assessment or third-party evidence; - Providing assistive technology or equipment; and - Allowing additional time.
Certain physical environments	- Providing appropriate lighting and eliminating glare (for students with low vision or epilepsy); - Providing adequate space for equipment and support personnel; - Providing access to PowerPoints for equipment; and - Using a separate venue to eliminate distractions by others (and by others using equipment/support personnel).

2. Support Services

Referral Service Available	Contact Details
Lifeline Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.	**Phone**: 13 11 14
Kids Helpline If you're between 5 and 25 and you're feeling depressed, worried, sad, angry or confused about things like your studies or personal relationships, Kids Helpline offers free 24 hour, 7 day telephone counselling support (anonymous if you prefer).	**Phone:** 1800 551 800
Drug Info DrugInfo is a service provided by the Australian Drug Foundation that offers information about alcohol and other drugs and prevention of related harms	**Phone:** 1300 85 85 84 www.druginfo.adf.org.au/contact-numbers/help-and-support
Reading and Writing Hotline For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.	**Phone**: 1300 655 506 www.readingwritinghotline.edu.au
Centrelink	**Phone**: 1800 057 111 www.humanservices.gov.au/customer/dhs/centrelink
Australian Apprenticeship Network Provider (AANP) Australian Apprenticeship Network Providers handle all matters related to traineeships and apprenticeships. If you are a trainee or apprentice, some language, literacy and numeracy courses attract government subsidies. Talk to your AANP provider about this now.	**Phone** 13 38 73 australianapprenticeships.gov.au