
PP002 Access and Diversity Policy

Purpose

To ensure EmployEase' practices are inclusive and do not unreasonably prevent Aboriginal people or people from Culturally and Linguistically Diverse backgrounds from accessing our training services.

Scope

This policy applies to all students of EmployEase by Healthcare Australia.

Policy Principles

EmployEase recognises that particular groups of people in society have experienced, and continue to experience, institutional disadvantage and unequal educational outcomes. These may include culturally and linguistically or gender diverse people, women, Aboriginal and Torres Strait Islanders, people with disabilities, and the rurally isolated.

EmployEase has a responsibility and a commitment to the provision of services to all students. People with barriers to access and participation are encouraged to apply for courses that are relevant to their employment goals. Services are accessible for people with disabilities, LLN difficulties and people from Culturally and Linguistically Diverse backgrounds. EmployEase considers access and equity when developing any policies and procedures within the organisation and focuses on procedures to ensure that all students and prospective students are treated fairly.

EmployEase upholds the following:

- EmployEase staff are informed of their responsibilities with regards to access and equity principles.
- EmployEase students have equitable access to all courses, irrespective of their educational background, gender, culture, linguistic background, race, location, socio-economic status or disability.
- EmployEase staff have access to training in cultural diversity and cultural safety for Aboriginal people.
- EmployEase has developed an Indigenous Collaboration Strategic Plan to ensure that all stakeholders, including Indigenous and non-Indigenous people, have access to growing opportunities within EmployEase, and the sharing of Indigenous knowledge and culture.

PROCEDURE:

Student Selection and Admission

To ensure EmployEase' selection procedures are open, fair, and transparent, EmployEase adopts a systematic and transparent approach to student selection and enrolment.

Each prospective student is fully informed of pre-requisites, entry requirements, course outline, course duration, fees and charges, locations, and vocational outcomes prior to enrolment. Each prospective student is interviewed by a Course Advisor and will undertake a Pre-training Review.

EmployEase is committed to providing learning opportunities to all suitable applicants. Places will be offered to those applicants who meet the entry requirement/pre-requisites, demonstrate capacity to benefit from the course, a suitability for their chosen career and a commitment to complete the qualification.

EmployEase is committed, where possible, to mitigate the underrepresentation of disadvantaged groups. Underrepresented/disadvantaged groups may face social, economic, or systemic barriers that hinder their access to education and opportunities for success. This can include Aboriginal and Torres Strait Islander peoples, people from lower socio-economic backgrounds, people with disabilities, people from culturally and linguistically diverse backgrounds, and other groups identified as disadvantaged.

Where a student identifies as an Aboriginal person and/or Torres Strait Islander during enrolment or orientation the Course Advisor must notify the Student Support and Placement Manager, who will ensure that appropriate referrals are made as necessary.

Additional Support Strategies

Where a candidate identifies a learning barrier or other barriers as part of their enrolment application, a documented discussion will take place between the Student Support and Placement Manager and candidate to determine any potential impact it may have on the candidate's ability to be successful in the program and as such the suitability of the program and subsequent enrolment.

Where enrolment proceeds, and with the student's permission, an event will be opened on VETtrak to alert the relevant Trainer of a student commencing a course who experiences learning barriers and may require support strategies as part of their training plan.

The Student Support and Placement Manager will contact the relevant students to discuss any relevant support strategies prior to creating an individualised training plan for the student. The Student Support and Placement Manager is responsible for monitoring the support strategies in consultation with the relevant trainers.

Where a student has waived or chooses not to pursue the development of any additional support strategies within the training environment, this will be noted on their VETtrak file by the Course Advisor or Student Support and Placement Manager.

The Student Support and Placement Manager will ensure that the progress of people from disadvantaged groups is monitored at the following intervals:

- After their first completed assessment
- At term breaks or after their second completed assessment (whichever is first)
- Before work placements or final assessments.

Study Support Sessions

These are timetabled at points across each course timetable. Additional study support sessions are available to students as required.

Flexible delivery Plan

Students requiring a slower pace may undertake their training over more than one occurrence. Their training plan will be extended accordingly under the approval of the RTO Operations Manager.

Reasonable adjustment

Trainers/Assessors will exercise reasonable adjustment to address individual need in consultation with their Lead Trainer. **Reasonable adjustment** means a modification made to the learning environment, training or assessment methods used to enable students with a disability to access and participate in training on the same basis as those without a disability. The adjustment must be 'reasonable' in that it must not impose unjustifiable hardship on the person or the RTO, or affect the integrity of the course undertaken.

Placement Mentoring Program

Where authorised by the placement provider, students undertaking work placement in Certificate III In Individual Support, Certificate III in Health Services Assistance, Certificate IV in Leisure and Health or Diploma of Nursing program are allocated an EmployEase Mentor/Clinical Facilitator who will work directly with the student/s for a period of time in the workplace.

Cultural Safety

Aboriginal and Torres Strait Islander cultural safety is an environment that is safe for Aboriginal people and Torres Strait Islanders, where there is no assault, challenge or denial of their identity and experience.

Cultural safety is about:

- shared respect, shared meaning and shared knowledge
- the experience of learning together with dignity and truly listening
- strategic and institutional reform to remove barriers to optimal health, wellbeing and safety outcomes for Aboriginal people. This includes addressing unconscious bias, racism and discrimination, and the ability to support Aboriginal self-determination
- individuals, organisations and systems taking responsibility for ensuring their own cultural values do not negatively impact on Aboriginal peoples, including a responsibility to address their potential for unconscious bias, racism and discrimination
- individuals, organisations and systems taking responsibility to support self-determination for Aboriginal peoples – this includes sharing power (decision making and governance) and resources with Aboriginal communities, and is especially relevant for the design, delivery and evaluation of services for Aboriginal people
- An ongoing and responsive learning framework that includes the need to unlearn unconscious bias and racism and relearn Aboriginal cultural values

Roles and Responsibilities

Role/Decision/Action	Responsibility	Conditions and limitations
This policy supports EmployEase by Healthcare Australia's commitment to upholding the highest standards of academic integrity.	National Vocation Training Manager	Refer to policy scope

Related Documents

Legislation and Standards	<p>Standards for Registered Training Organisations (RTOs) 2015</p> <p>Federal Legislation:</p> <ul style="list-style-type: none"> • Age Discrimination Act 2004 (Cth); • Australian Human Rights Commission Act 1986 (Cth); • Disability Discrimination Act 1992 (Cth); • Racial Discrimination Act 1975 (Cth); • Sex Discrimination Act 1984 (Cth); • Work Place Gender Equality Act 2012 (Cth); and • Fair Work Act 2009 (Cth). <p>State Legislation:</p>
----------------------------------	--

	• Victoria Equal Opportunity Act 1995 (VIC)
Reference Policies, Procedures and Supporting Documentation	Staff Recruitment and Selection Policy and Procedure

Version control and accountability table

Accountable Area		Vocational Training		
Responsible Officer		Head of Education		
Approved by				
Head of Education				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2024.01	Quality and Administration Manager	Reformatting and revision of previous policy	18/03/2024	18/03/2024