

## ACCESS AND EQUITY

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### POLICY

South West Training Services is committed to the goals of equal opportunity and affirmative action in education and employment. It aims to provide a study and work environment for staff and students which fosters fairness, equity and respect for social and cultural diversity; one that is free from unlawful discrimination, harassment and vilification as determined by legislation.

All students will be recruited in an ethical and responsible manner, consistent with the requirements of the curriculum.

South West Training Services recognises the right to equality of opportunity without discrimination for all members of the community.

At south West we are committed in providing a fully accessible learning environment for all our students and offer a range of support to people with disabilities to help achieve their education and career goals.

We assist with people with disabilities to achieve their educational and career goals.

In fulfilling their commitment to access and equity South West Training Services will:

- foster a culture that values and responds to the rich diversity of its staff and students;
- provide equal opportunity by removing barriers to participation and progression in employment and education so that all staff and students have the opportunity to fully contribute;
- offer programs that aim to overcome past disadvantages for staff and students;
- promote clear and accountable educational and management policies and practices to engender trust between managers, staff and students;
- enhance the equality of students' learning through the provision of culturally, socially and gender inclusive education in areas such as curricula, teaching methods, assessment and review provisions, written and audio visual materials, and support services;
- ensure that its staff and students are aware of their rights and responsibilities; and
- provide for students and clients to access records of their participation and progress by arranging an appointment with an appropriate staff member.
- Alternate methods of assessment and examination.

- Consultation about realistic vocational choices
- Audios and large print resources
- Organising adoptive technology
- Individual problem solving

## PROCEDURE

### Recruitment and enrolment

During the recruitment and enrolment processes students are not to be discriminated against on the basis of race, gender, political or religious beliefs, disability, age, marital status, parental or carer status, physical features, personal association or sexual preference, being a rural worker or from a non-English speaking background. At the point of enrolment, students are to be made aware of the Access & Equity Policy and the support services offered.

### Courses

During the regular review of each course, the trainer is to ensure that components of the course are culturally and socially sensitive. Where a component of a course has been identified as discriminating against a particular group of students, the trainer is to make every effort to modify the course, while still meeting the specified learning outcomes.

Where students feel they have been discriminated against, they are to follow the guidelines laid out in the Complaint Policy.

## STUDENT WELFARE & GUIDANCE SERVICES

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### Academic and Vocational Counselling

Students may receive academic or vocational counselling from a counsellor, program coordinator, trainer or other qualified person. The trainer monitors the student's progress and intervenes to provide counselling or support as appropriate, and where needed, refers the student to a counsellor, program coordinator or other qualified person, depending on the nature of the problem. Students and clients can access records of their participation and progress by asking administration and/or management staff, who will arrange for this to occur.

### Personal Counselling

Any student showing signs of distress or discomfort may be approached by a staff member who notices, and be offered support. Support may take the form of advice, referral to a counsellor, trainer or program coordinator or other qualified person, depending on the nature of the problem. Where necessary the counsellor will advise the Director and assist the student to access external professional assistance. All staff will treat students with courtesy and empathy at all times.

### Language, Literacy and Numeracy Support

Students needing language, literacy and numeracy (LL&N) support are identified on application. In most cases, LL&N support can be provided. Where only a low level of support is needed, the program coordinator may arrange for the student to receive extra-curriculum assistance from the trainer or other staff member. Where extensive support is needed, specialised LL&N classes may be set up (this may attract a fee) or the student may be referred to an agency that can help them further. Where an applicant's LL&N deficiency will clearly inhibit achievement of learning outcomes and the applicant refuses LL&N support, enrolment may be declined.

### Additional Support Services

South West Training Services maintain a list of the following support service providers: mediation, phone and email support, job search and placement, career guidance, study skills programs, IT, counselling, and welfare support. Students requiring assistance are encouraged to contact South West Training Services for referral to these services.