

RTO – Access and Equity Policy

Introduction

Riverina Community College (RCC) is committed to providing all students with equitable opportunities to pursue their training and development. The purpose of this policy is to remove barriers and to open developmental opportunities for all students by creating a training environment that is free from discrimination, harassment, bullying, vilification, racism, prejudice, and offensive behaviour.

This policy is used by RCC to integrate access and equity principles into all training and assessment it conducts, and offers to potential, new and existing students.

This policy supports *Clauses 1.3, 1.7, 5.1, 5.3, and 8.5* of the *Standards for Registered Training Organisations (RTO) 2015*.

Scope

This policy applies to all prospective students, new and existing students enrolled in a course or program offered by RCC. It also applies to all RCC employees (staff) engaged in the delivery of training and assessment to students and any other clients who may access the services provided by RCC.

Commencement

The commencement date of this Policy is the 26 August 2024. It replaces all other Access and Equity Policies whether written or not.

Application

- RCC is committed to providing quality training and assessment. All training and assessment policies and procedures incorporate access and equity principles.
- RCC promotes, encourages and values equity and diversity of its students and staff.
- RCC ensures all employees (staff) are up to date in the knowledge of and skills in access and equity matters.
- RCC will ensure services offered are provided in a fair and equitable manner to students, free from bias. Persons will be treated courteously throughout the process of enquiry, selection, enrolment and throughout their participation during their course of study.
- All students will have equitable access to training and assessment irrespective of their gender, age, race, culture, linguistic background, marital status, geographic location, socio-economic background, disability, sexual orientation, religious belief, employment/unemployment, political conviction, and family/carer responsibility.
- All Expressions of Interest (EOIs) by potential students and students enrolling in RCC training courses and programs will be conducted at all times in an ethical and responsible manner ensuring fairness and

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compliance with relevant legislation.

- Entry into and admission requirements of a course or program are clearly outlined in all RCC Training and Assessment Strategies (TAS) and marketing materials allowing potential students to be well informed on their course of study.
- RCC is committed to providing flexible training and assessment options providing students with alternatives in their study as well as recognising the diversity of their individual needs.
- By providing equity in access to training students are supported in a manner that enables them to achieve their full potential and success in their training outcomes.
- All students have equitable access to training resources, facilities, equipment, support services, information, training and assessment personnel, materials, and training and assessment opportunities.
- With students who have Language, Literacy, and Numeracy (LLN) issues, RCC will make concessions for such issues ensuring the requirements of the relevant training package and the integrity, equity and fairness of the assessment is not compromised.
- Where a student is deemed, either prior to enrolment or throughout their course of study to possess a lower level of language, literacy or numeracy than is the minimum requirement for the requirements of the Training Package, RCC will provide appropriate advice and support to the student regarding further learning options.
- Further LLN development or remedial assistance may be required to be completed by the student prior to the continuation or during the student's course of study.
- During the enrolment process students will be asked to disclose any disabilities or specific learning requirements that may impact on their ability to complete their course. If students disclose any learning challenge or disability RCC will determine what support services are available for the student as well as the suitability of the course.
- If a student, after enrolment, informs RCC of an undisclosed learning challenge or disability that is affecting their course RCC will determine additional support that may be required or provided. Reasonable adjustments may be provided for such students according to the nature of the disability or difficulty.
- Reasonable adjustments will be made where possible, to ensure students are not presented with barriers and are to successfully complete their course of study. RCC will not make reasonable adjustments to any of its courses or programs if:
 - the level of skills and knowledge expected within the unit of competency are compromised
 - the integrity of the course or qualification is compromised
 - the costs or resource provisions required are outside the capacity, capability, and budget of RCC.
- If a student is unable to meet the occupational and workplace health and safety standards or if their ability to participate poses a risk to their safety or to others they may be excluded under this policy.

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- This policy must be available to all students and staff on the RCC website as well as a reference in the RCC Student Handbook.
- If a student makes a complaint regarding any matters pertaining to the services provided by RCC, the conduct of staff or other students, or seeks to appeal a decision (including assessment decisions) they are to refer to:
 - *RCC Complaints Policy and Procedure*
 - *RCC Assessment Appeal Policy and Procedures*
 - *RCC Student Handbook*.
- All documentation regarding complaints concerning Access and Equity matter are maintained in the RCC Complaints Register and RCC Document/ Records Management Policy and Procedures.

Definitions

Access and Equity

Access and equity means policies and procedures aimed at ensuring that Vocational Education and Training (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 achievement of suitable outcomes. (Glossary, Standards for RTOs 2015)

Equity

Focuses on outcomes. Equity is not concerned with treating people in the same way; it is concerned with ensuring that all groups of people participate, have the opportunity to reach their potential, make choices and receive responsive and appropriate products and services and therefore benefit to the same level.

Responsibilities

1. RCC Operations Manager is responsible for:
 - a. advocating and adhering to this policy in all areas of practice.
 - b. reporting unfair or unjust practice in line with *RCC Complaints Policy and Procedures* and other associated policies and procedures.
 - c. reviewing any prospective student's additional needs as identified during the enrolment process by the RCC Administration Team in order to determine possible support measures which can be put into place, reasonable adjustments that can be made and confirm suitability for enrolment in the selected course or qualification.
 - d. determining and approving support provisions within the capacity and expenditure of RCC budget.
2. RCC Administration Team is responsible for:

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- a. advocating and adhering to this policy in all areas of practice.
 - b. reviewing any prospective student enrolment forms during the enrolment process to identify additional needs in order to determine possible support strategies which can be put into place, reasonable adjustments that can be made and confirm suitability for enrolment in the selected course or qualification.
 - c. informing the Operations Manager of the additional needs of students and possible support strategies required.
3. RCC Staff are responsible for:
- a. advocating and adhering to this policy in all areas of practice.
 - b. working with the RCC Administration Team and Learning Support Officer (LSO) in implementing and supporting students with additional needs
 - c. delivering training and assessment services in line with the agreed supports and any approved reasonable adjustments.
4. Prospective and enrolled students are responsible for:
- a. honestly and openly identifying additional needs or supports which may impact on the delivery of training and assessment, and their ability to successfully complete their selected course or qualification.

Related Documents

This policy should be read in conjunction with the following:

- Student Handbook
- RCC Marketing Policy
- RCC LLN Policy and Procedures
- RCC Complaints Policy and Procedures
- RCC Assessment Appeal Policy and Procedures
- RCC Student Assessment Appeal Form
- RCC Enrolment Procedures
- RCC Document/Records Management Policy and Procedures
- RCC policies on bullying, harassment, and anti-discrimination.

This policy reflects RCC's commitment to the following legislation:

- NSW Disability Services Act 1993
- NSW Anti-Discrimination Act 1977
- Racial Discrimination Act 1975 (Commonwealth)
- Age Discrimination Act 2004 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Disability Discrimination Act 1992 (Commonwealth)

Variations

RCC reserves the right to vary, replace or terminate the Access and Equity Policy at any time.