Policy Access and Equity

Policy Statement

Royal Life Saving Society Western Australia (RLSSWA) will adhere to the principles of access and equity in the delivery and assessment of vocational education and training. We are committed to providing access to our training courses to diverse student cohorts with different needs during the learner journey.

This policy includes but is not limited to students with disabilities and special needs, language, literacy and numeracy considerations, students from remote communities, students from non-English speaking backgrounds and students under the age of eighteen.

Definition

The Standards for Registered Training Organisations (RTOs) 2015 defines access and equity:

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

Scope

This policy applies to all RLSSWA staff members, trainers and assessors who support students completing our nationally recognised units of competency, skill sets and qualifications.

This policy ensures that the principles of access and equity are applied throughout the learner journey from the initial information provided to learners prior to course commencement, the enrolment process, and in the design, delivery, training and assessment of vocational education and training courses.

RLSSWA will promote an open and inclusive learning enrolment free from harassment or victimisation for all of our staff, trainers, assessors and students.

Course Information and Enrolment

RLSSWA will provide all prospective students with course information together with the requirements the applicable job roles (including the digital literacy and language, literacy and numeracy requirements) prior to the commencement of training and assessment services. This will aid students in identifying the appropriate learning pathway to ensure that their current proficiency is suited to both the course and workplace requirements.

Learning environment

All students have the right to a safe and respectful classroom environment, conducive to learning. RLSSWA trainers and assessors will ensure that the learning environment for all student cohorts is free from discrimination and harassment and that an inclusive environment is created and maintained at all times. Bullying and intimidation practices will not be tolerated.

Special Needs

RLSSWA encourages all students with special needs to discuss their circumstances with the RTO prior to enrolment so the applicable training pathway can be determined in accordance with each leaner's requirements.

It is noted that some of RLSSWA's courses contain physical requirements where reasonable adjustment cannot be offered without adversely impacting the inherent requirements of the unit of competency. e.g the ability to swim a certain distance or perform two minutes of CPR.

Disability

All RLSSWA trainers and assessors will identify a disclosed disability from the student enrolment form and ascertain with each individual student the support required and the reasonable adjustment which can be offered in each instance.

RLSSWA acknowledges that students with disability do not have to disclose their disability unless they want to arrange adjustments or their disability poses a risk to themselves or others.

Language, literacy and numeracy

RLSSWA will identify the language, literacy and numeracy (LLN) requirements fundamental to each course and the applicable job role. These requirements will be identified in the pre-enrolment information for each course.

Concessions may be made for any LLN issues where such concessions do not compromise the inherent requirements of the unit of competency or the assessment process.

Digital Literacy

The digital literacy required for each job role associated with each of RLSSWA's vocational education and training courses will be identified. The training pathway for each course will simulate this requirement to prepare students for the digital literacy requirements of the workplace.

RLSSWA recognizes that certain cohorts may be precluded from training opportunities due to issues with internet bandwidth in remote communities and access to digital devices. In such instances the use of the learning management system may be modified to ensure access to training for these cohorts. The digital literacy requirements of the training package and the workplace will be considered in these situations prior to implementing reasonable adjustment.

Professional Development

RLSSWA ensures that our trainers and assessors receive ongoing professional development into both the principles of access and equity together with identifying and responding to diverse learner needs to ensure that all of our students are able suitably supported in the delivery of training and assessment services.

Associated documents

- Self-reflection checklists

Version Control			
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