

ACCESS & EQUITY POLICY

Adelaide Training and Employment Centre Inc (ATEC) is firmly committed to achieving best practice in the provision of vocational education and training in South Australia. ATEC acknowledges that this is dependent on non-discriminatory access to services and comparable educational outcomes by all groups in society.

ATEC recognises that particular groups of people in society have experienced, and continue to experience, institutional disadvantage and unequal educational outcomes. Target groups include women, Aboriginal and Torres Strait Islanders, people of non-English speaking backgrounds, people with physical and intellectual disabilities, the long term unemployed and the rurally isolated. This policy aims, therefore, to assist the Centre to achieve best practice by promoting the establishment of strategies and processes which effectively redress past disadvantage and improve the position of all groups in society.

This policy also provides a framework for the development of policies and strategies that are aimed at achieving equal educational and vocational outcomes for target groups.

COMMITMENT

ATEC's unreserved commitment to the principle of access and equity in vocational education and training gives practical expression to the Government's goal of improving the knowledge, skills and quality of life for Australians, having regard to the particular needs of target groups.

In keeping with this commitment, ATEC will strive to ensure that programs and services are relevant, accessible, fair and inclusive by:

- promoting ATEC programs and services to the community in a manner that includes and reflects the diverse client population, to ensure that all prospective students are well informed on the options available to meet their individual training needs
- increasing the skills base of the unemployed in the community to improve employability in line with the skills requirements of industries and enterprises in South Australia
- providing an effective range of vocational preparation programs to the community
- ensuring that those groups traditionally under-represented in vocational education and employment, have the opportunity to participate and achieve the same outcomes as other members of the community
- implementing fair educational programs and geographic resource allocation practices, to maximise the participation of target groups
- providing culturally inclusive literacy and numeracy training that meets individual, community and industry needs
- undertaking to eliminate policies, practices, structures, assumptions and behaviours which may contribute to the disadvantages suffered by under-represented groups both in employment and in education.

LEGISLATIVE OBLIGATIONS

The Access and Equity Policy also acknowledge ATEC's legal obligations under State and Federal equal opportunity law, the **Standards for Registered Training Organisations (RTOs) 2015**, **Training and Skills Development Act 2008** and the **Work Health and Safety Act 2012 (SA)** to ensure that our working and teaching practices are fair and equitable, and our working and learning environment non-discriminatory.

The **Equal Opportunity Act, 1984 (SA)**, the **Workplace Gender Equality Act 2012**, the **Work Health and Safety Act 2012 (SA)** the **Racial Discrimination Act, 1975 (Cth)**, the **Sex Discrimination Act, 1984 (Cth)** and the **Disability Discrimination Act, 1992 (Cth)**, make discrimination and harassment in the provision of education, employment and the provision of goods and services unlawful. The Equal Opportunity Act makes it unlawful for anyone to be treated unfairly or discriminated against on the grounds of sex, sexuality, race, physical or intellectual impairment or age. Equal opportunity law also makes lawful the establishment of special processes, measures or schemes, for the benefit of employees or students from equity targeted groups, which are designed to redress past disadvantages.

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The **Training and Skills Development Act 2008** requires that employees and students conduct themselves appropriately.

The **Work Health and Safety Act 2012 (SA)** also requires that all employees and students are provided with a safe and healthy working and learning environment. This means a working and learning environment free from discrimination and/or harassment.

The **Age Discrimination Act 2004** (Cth) protects both younger and older Australians in the areas of employment, education; access to premises; provision of goods, services and facilities; administration of Commonwealth laws and program; and requests for information

The **Australian Human Rights Commission Act 2012** covers Commonwealth bodies or agencies; employment and occupation for breaches on the basis of;

- race
- colour
- sex
- religion
- political opinion (in employment only)
- national extraction or social origin
- age
- medical record
- irrelevant criminal record (in employment only)
- impairment
- marital status
- mental, intellectual or psychiatric disability
- nationality
- physical disability
- sexual preference (in employment only)
- trade union activity (in employment only).

ROLES AND RESPONSIBILITIES

Managers and Supervisors are change agents and are therefore responsible for fostering the implementation of access and equity best practice by ensuring that

- the organisation's mission statement and corporate goals clearly define its role in meeting the vocational needs of equity target groups
- equal opportunity policies are in place, widely dispersed and understood
- barriers to access and participation are identified and strategies developed to overcome them
- key staff (eg EEO Contact Officers at each site) have identified responsibility and expertise in equal opportunity matters
- the equity profile of the potential client base is defined and participation targets established
- all ATEC policies and procedures are non-discriminatory and inclusive
- all staff are provided with information and training about access and equity issues and the Centre's grievance resolution processes
- all students are provided with information about access and equity issues and the Centre's grievance resolution processes
- all components of the education process are reviewed and evaluated to ensure that they are inclusive and value students from diverse backgrounds
- levels of participation and attainment by equity target groups are monitored by study and participation levels across a full range of programs

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Staff are responsible for ensuring that they understand and implement the policy and behave in a respectful, courteous, sensitive and non-discriminatory manner when dealing with other students and clients.

Students/Clients are responsible for behaving in a respectful, courteous, sensitive and non-discriminatory manner when dealing with other staff, students and clients.

Visitors are expected to comply with access and equity principals and any discriminatory behaviour or breach of human rights will not be tolerated.