


Aged & Community Services Association of NSW & ACT		LC 01LD  <small>Aged & Community Services Association of NSW & ACT Incorporated</small> ABN: 13 737 853 254
Access and Equity		
Section(s) Revised: All Reviewed: 1/02/01; 28/2/08		Page: 1 of 4
Authorised By: Learning & Development Manager	Issued To: Learning Centre Staff Trainers and Assessors	

1. Overview

Access and equity in training ensures that people with differing needs and abilities have the same opportunities to successfully gain skills, knowledge and experience through education and training irrespective of their age, disability, colour, race, gender, religion, sexuality, family responsibilities, or location. It means identifying and addressing the training needs of each individual.

Under the *Disability Discrimination Act 1992* (Commonwealth)(DDA) all registered training organisations (RTOs) must identify barriers which people with a disability encounter when accessing programs and services and develop strategies to minimise the impact of these barriers.

By developing access and equity strategies and providing sufficient support for students with special needs, an RTO:


- ensures that the vocational education and training (VET) system is open to all individuals in the community, particularly those groups that have been traditionally under-represented; and
- becomes a training provider of choice for a broad cross-section of clients.

2. Policy


The ACS Learning Centre appreciates the diversity of participants and understands that some participants may face challenges that could affect their ability to access education and training. In alignment with AQTF 2007, ACS is committed to the implementation of fair and equitable processes that promote maximum participation in training and assessment and maximise outcomes for learners. ACS trainers and assessors will make reasonable adjustments without compromising the integrity of any training or assessment outcomes to enable access to training and to accommodate people with disabilities or disadvantage. Disadvantage also includes difficulties with language, literacy or numeracy.

3. Protocol

- 3.1 All potential participants will be provided with course information including course dates, duration, qualifications to be gained and prerequisites.
- 3.2 All advertising material shall include reference to ACS's willingness to accommodate participants with a disability, inviting them to contact the Learning Centre if they have any special needs.

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- 3.3 Special needs are identified during the enrolment process. The Participant Handbook provides information for participants on how to access support.
- 3.4 If permission is given by the participant, the trainer/assessor is to be advised and will make reasonable adjustment to their session to accommodate the needs of the participant.
- 3.5 Where a participant has a disability or disadvantage to undertake assessment, ACS will make reasonable adjustment to any assessment activities to demonstrate competence. For example:
- an extension of time; and
 - substitution of an oral for a written exercise if this does not compromise the integrity of the assessment.
- 3.6 The trainer or assessor identifies the extent of assistance that is required in consultation with the RTO Coordinator or L & D Manager where appropriate.
- 3.7 Liaison with the participant and trainer/assessor is undertaken to discuss alternatives available to the participant. The Australian Government offers three main programs to support adults with the development of language, literacy and numeracy skills for use in work, citizenship and life-long learning.
- 3.8 **Workplace English Language and Literacy (WELL) Program**
 The main aim of the [WELL Program](#) is to provide existing workers with English language, literacy and numeracy skills. Funding is available for language and literacy training to be integrated with vocational training to enable workers to meet their current and future employment and training needs.
- 3.9 **Language, Literacy and Numeracy Program**
 The [Language, Literacy and Numeracy Program](#) provides language, literacy and numeracy training for eligible job seekers whose skills are below the level considered necessary to secure sustainable employment or pursue further education and training. It is designed to help remove a major barrier to employment and improve participants' daily lives.

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3.10 **Adult Migrant English Program**

The [Adult Migrant English Program](#) (AMEP) provides up to 510 hours of Basic English language tuition to migrants and refugees from non-English speaking backgrounds

3.11 **Indigenous Tutorial Assistance Scheme (ITAS)**

- For further information on these programs visit:
<http://www.training.com.au/portal/site/public/menuitem.91a36b3cab7c0c80f9fa5a1017a62dbc/>
- http://www.dest.gov.au/NR/rdonlyres/F7A92ACD-1641-4E0C-AE99-C17F2677FDAE/8965/indigenous_tutorial_assistance_scheme2.pdf

4. **Monitoring and Evaluation**


- 4.1 All participants including those with special needs are provided the opportunity to give feedback during the course and the opportunity to complete an evaluation when the course/module is complete.

5. **Other Considerations**

- 5.1 In most situations, the student with a disability will be able to tell you what he or she needs to be able to study. If necessary, advice should be sought from disability areas within government departments or organisations that represent or provide services to people with a disability.

5.2 **Reasonable adjustments** may include:

- Modifying educational premises. For example, making ramps, modifying toilets and ensuring that classes are in rooms accessible to the person with a disability.
- Modifying or providing equipment. For example, lowering lab benches, enlarging computer screens, providing specific computer software or an audio loop system.
- Changing assessment procedures. For example, allowing for alternative examination methods such as oral exams, or allowing additional time for someone else to write an exam for a person with a disability.

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- Changing course delivery. For example, providing study notes or research materials in different formats or providing a sign language interpreter for a deaf person.

5.3 *Unjustifiable hardship*

The DDA does not require changes to be made if this will cause major difficulties or unreasonable costs to a person or an organisation. This is called "unjustifiable hardship".

Before considering a claim for unjustifiable hardship, ACS will need to:

- thoroughly consider how an adjustment might be made;
- discuss this directly with the person involved; and
- consult government agencies or organisations that represent or provide services to people with a disability.