



Pol-014 Access equity & Diversity Policy

Purpose of the policy:

This policy is to promote fair and equal access, for all students/learners and potential Candidates, regardless of characteristics such as their gender, sexuality, race, nationality, ethnic background, age, marital status, religion, pregnancy, political convictions, physical disability or intellectual impairment. This policy seeks to create a training and learning environment free from all forms and types of discrimination and harassment. This includes sexual harassment, enabling all learners to understand the training program in which they are enrolled or wishing to enrol to their full potential.

Discrimination, Harassment and Affirmative Action. Each of these areas is supported by legislation at the State or Federal level; this includes but is not limited to the following Federal Legislations:

- Age Discrimination Act 2004 (Cth);
- Australian Human Rights Commission Act 1986) (Cth);
- Disability Discrimination Act 1992 (Cth);
- Racial Discrimination Act 1975 (Cth);
- Sex Discrimination Act 1984 (Cth);
- Work Place Gender Equality Act 2012 (Cth); and
- Fair Work Act 2009 (Cth).

State Legislation:

- Australian Capital Territory Discrimination Act 1991 (ACT)

Scope

This policy applies to:

- Canberra Valley Institute Campuses
- Students
- Management Team-members

Definition:

Cth: Commonwealth

Responsibilities

- CEO

Policy Statement:

Canberra Valley Institute will ensure that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination.

We will increase opportunities for people to participate in the vocational education and training (VET)

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system, and in associated decisions that affect their lives. Appropriate student support services will be provided to maximize the chances of under-represented students achieving positive learning outcomes and placement/employment in their chosen careers.

To achieve these aims Canberra Valley Institute will:

- Ensure the establishment of non-discriminatory student selection procedures which encourage fair access for members of underrepresented groups.
- Ensure access and equity issues are considered during curriculum development.
- Ensure the requirements of individual learners are accounted for in the strategic and operational planning processes.
- Provide learners with the opportunity to be involved in the planning and decision-making processes on matters that affect them.
- Provide training programs and services that are accessible to all people in an environment that is free from harassment.

Canberra Valley Institute recognizes that equity and diversity considerations and initiatives go beyond extending a helping hand to the 'disadvantaged' and responding to legislative imperatives. Fair and equitable access to Vocational Education and Training (VET) can assist all Australians to gain meaningful employment and participate in the economic and social life in their community. This policy is a mechanism to demonstrate Canberra Valley Institute commitment to State and National equity legislation and policy requirements including:

- Disability Discrimination Act (1992) Commonwealth
- Sex Discrimination Act (1984) Commonwealth
- Racial Discrimination Act (1915) Commonwealth
- National Strategy for the Education of Aboriginal & Torres Strait Islander People 1996 – 2002

Equity

Equity essentially means 'fairness'. In the VET context, it means that people are provided with the opportunity to access, participate, and successfully achieve outcomes. Underpinning the principles of equity is the recognition by Canberra Valley Institute:

- That it is common for people to identify with more than one equity group.
- Of the differences between and between equity groups.
- That each equity group does not experience the same type of disadvantage; and
- There remain many common systemic barriers for equity groups.

Diversity

Diversity recognizes that many factors influence the ability of people to participate and succeed in vocational education, training, and employment, including:

- Prior educational experience
- Cultural diversity
- Language and/or learning styles

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- Goals and expectations
- Motivation
- Work and social experiences
- Gender
- Values and beliefs
- Religion
- Income
- Age
- Geographic location

This policy aims to address the requirements of all potential and actual learners seeking to participate in training with Canberra Valley Institute including specific equity groups such as:

- Women
- Indigenous Australian peoples
- People with a disability
- People from non-English speaking backgrounds
- People with English literacy and numeracy needs
- Residents of rural and remote communities

Beyond these groups, and in recognition of diversity, Canberra Valley Institute aims to respond to the needs of the local community, for example:

- Young and mature people.
- People in transition from institutions.
- Socioeconomically disadvantaged people; and
- People with family responsibilities

Implementation of this policy requires equity and diversity considerations to be embedded into all aspects of Canberra Valley Institute planning and operations.

This may be demonstrated by the development and implementation of strategies for specific equity groups as required by National and State agendas. And where strategies do not exist, the diversity of client/learner needs may be addressed through planning areas such as:

- Resource allocation.
- Support personnel.
- Staff training.
- Curriculum product development and delivery.
- Marketing and promotion; and
- Research

Canberra Valley Institute will monitor and review its equity performance to:

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- Comply with national and state legislation and policies.
- Meet national and state reporting requirements; and
- Modify and improve performance to better achieve access, equity, and diversity objectives

Making a Complaint

All Students/Learners have the right to object to discrimination and harassment in any form, and to complain when such discrimination takes place. For full information a grievance process please refer to the Complaints and Appeals Policy and procedure available

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