



## Access and Equity Policy

CTAS Education is committed to providing quality training and assessment products and services in compliance with the Standards for Registered Training Organisations (RTOs) 2015. CTAS Education promotes, encourages and values equity and diversity regarding students. CTAS Education will ensure services offered are provided in a fair and equitable manner to all students, free from bias.

The purpose of this policy is to provide a frame of reference in providing and maintaining training services that reflect fair and reasonable opportunity for all students, staff, and contractors regardless of their diversity; allowing everyone to freely participate in the learning environment free from discrimination, harassment, bullying and vilification.

CTAS Education is committed to providing flexible learning and assessment options, allowing students alternatives which recognise the diversity of their individual needs and circumstances aiding them in their learning goals. Thus, setting up this policy, CTAS Education assures that;

- all training and assessment policies and procedures incorporate access and equity principles.
- all learners are provided with equal learning opportunities irrespective of their gender, age, race, religion, culture, linguistic background, marital status, geographic location, socio-economic background, disability, sexual preference, family responsibility or political conviction.
- all enrolments into training courses and programs will be always conducted in an ethical and responsible manner, ensuring fairness and compliance with Equal Opportunity legislation; and
- all students have equitable access to training resources, facilities, equipment, support services, information, training and assessment personnel, materials, assessment opportunities, training opportunities.

### **Access and equity**

CTAS Education follows the following principles to maintain equity and integrity thus, it does not accept any form of discrimination that takes place within its operational boundaries.

1. CTAS Education abides by access and equity principles.
2. CTAS Education will respect a student's right to privacy, confidentiality and be sensitive to student needs.
3. CTAS Education provides equal opportunity for all learners and is responsive to the individual needs of students whose gender, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, disability, transgender, political conviction, cultural or ethnic background, linguistic background, religious belief, geographic location, socio-economic background, employment/unemployment, imprisonment may present a barrier to access, participation and achievement of suitable outcomes.
4. At enrolment, students will be asked to identify personal needs or circumstances that may exist and for which they may require additional support.
5. CTAS Education will ensure that all staff, employees, and contractors have access to the information and support needed to prevent discrimination, sexual harassment, bullying and violence, victimization, and vilification or to deal with it appropriately if it occurs.
6. CTAS Education seeks to create a learning environment where all students are respected and can develop to their full potential.
7. All students are given fair and reasonable opportunity to attend and complete training.
8. All staff are given fair and reasonable opportunity to participate in relevant decision-making processes and the allocation of resources and services as required to fulfil their duties and responsibilities.

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9. Deficiencies will be investigated to determine whether a breach or policy deficiency exists. Should a discrepancy be proven, the impact of that breach or deficiency will be identified along with how the policy should be amended to eliminate the breach or deficiency in the future.
10. All perceived deficiencies in the Access and Equity Policy are to be documented, assessed, and reviewed by the CTAS Education RTO Manager.
11. CTAS Education will demonstrate its commitment by:
  - 11.1. Selecting students according to a fair and non-discriminatory process
  - 11.2. Making its training relevant for a diverse student population
  - 11.3. Providing suitable access to facilities and resources
  - 11.4. Providing appropriate support services
  - 11.5. Providing appropriate complaint and appeal procedures
  - 11.6. Consulting with relevant industry groups
  - 11.7. Raising staff, contractor, and student awareness of equity issues.

## Equal Opportunity

CTAS Education is an equal opportunity workplace, it does not discriminate against or favour target groups in either recruiting or training, unless prescribed by funding contracts.

Target Groups are defined as:

- Aboriginal and Torres Strait Islanders
- People with a disability
- People from non-English speaking backgrounds
- People in transition and other special groups (i.e., people re-entering the workforce long term unemployed, sole parents, people with literacy problems, and those who have been institutionalised)
- Women
- People from regionally isolated communities

## Additional Needs/Considerations

1. Students intending to enrol for training with CTAS Education are requested prior to enrolment to advise CTAS Education if they have any disability, physical or other impairment which may adversely affect their ability to successfully undertake training and assessment.
2. Students are encouraged to discuss with CTAS Education any 'additional needs' and/or 'reasonable adjustments' to the study environment which they consider are necessary or would assist them in the performance of their studies.
3. CTAS Education, in collaboration with the student, will assess the potential for the student to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the students' learning. However, no compromise to the integrity of the assessment against competency will be allowed.
4. Students with a disability are required to have the ability to fulfil the core requirements of the units of competence to attain the relevant award. However, it is recognised that flexibility in arrangements may need to be implemented.

## Language, Literacy and Numeracy

1. Each Training Package sets a minimum requirement in language, literacy, and numeracy skills of learners, with which CTAS Education must abide.
2. CTAS Education makes appropriate concessions for language, literacy, and numeracy issues of students where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

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- Where a student is deemed, either prior to enrolment or throughout the training program, to possess a lower level of language, literacy or numeracy than is the minimum requirement for the requirements of the Training Package, CTAS Education will provide appropriate advice and support to the student regarding further learning options. At times, further language or literacy development or remedial assistance may be required to be completed prior to the continuation or completion of the student's enrolment.

### Harassment

- Harassment will not be tolerated at CTAS Education. If harassment occurs, the person responsible will be subject to disciplinary procedures. Disciplinary action will be taken against any staff or student involved in such behaviour. This may include termination of employment or removal of the student from the enrolled course.
- Serious cases of harassment may constitute a criminal offence.
- CTAS Education will not tolerate behaviour which is considered to be sexual harassment and expects all staff, contractors and students to treat each other with dignity and respect.

### Bullying and Violence

- CTAS Education will not tolerate bullying or violent behaviour and expects all staff, contractors, and students to treat each other with dignity and respect.
- CTAS Education recognises bullying, and violence demeans and infringes the rights of individuals and groups, damaging the work and learning environment.

### Vilification

- CTAS Education will not tolerate behaviour which vilifies another person and expects all staff, contractors, and students to treat each other with dignity and respect.

### Complaints and Appeals

- CTAS Education encourages informal resolutions of discrimination, sexual harassment, bullying and violence, victimisation, and vilification grievances in the first instance, as close to the source as possible, with the option of conciliation or investigation of the complaint if necessary.
- Complaints and Appeals will be investigated in a confidential manner and action will be taken to ensure that the discrimination/harassment stops. Appropriate warning or disciplinary action will be taken where harassment is found to have occurred.
- Those responsible for advising, conciliating, or investigating a complaint must act fairly and impartially, they must act without bias and avoid any conflict of interest, the respondent must be given a fair opportunity to know the case against him or her and to be given the opportunity to make a considered response.
- All staff, students and contractors involved with the CTAS Education complaint and appeal procedures will be treated with respect and courtesy. Enquiries, complaints, and appeals will be dealt with in a sensitive, equitable, fair, and confidential manner. All attempts will be made to deal with matters expeditiously while ensuring all parties are provided with sufficient time to prepare and or respond.
- CTAS Education acknowledges that it is of paramount importance and in the best interests of all parties that confidentiality is maintained during these procedures.
- CTAS Education encourages the reporting of behaviour that breaches equal opportunity policy but will not tolerate vexatious or frivolous complaints.

### Victimisation

- In order for complaints to be brought forward, complainants must feel secure in the knowledge that the CTAS Education procedures will be followed without fear of reprisal.
- CTAS Education will not victimise or treat any person unfairly for making a harassment complaint.

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3. CTAS Education will not tolerate behaviour of victimisation of another person and expects all staff, contractors, and students to treat each other with dignity and respect.
4. Any complaint of victimisation will be treated in the same manner as a complaint of discrimination, sexual harassment, or vilification.

### **CTAS Education Responsibilities**

CTAS Education has legal and ethical obligations to provide equal opportunity in an environment free from discrimination for staff, contractors, and students to ensure that discrimination/harassment does not occur in the workplace. Therefore, CTAS Education has a system in place to;

- Maintain policies and procedures for equal opportunities for all staff, contractors, and students.
- Disseminate policies and procedures to staff, contractors, and students.
- Examine all policies and practices, as they affect staff, contractors, and students to ensure the elimination of discrimination and harassment.
- Ensure that there is no discrimination against any individual student or group of students or staff, in access to facilities, products and services.
- Educate staff and contractors on the general goals and philosophy of equal opportunity together with the rationale for policies and practices which are adopted.
- Eliminate sexist and other discriminator language from all publications and discourage the use of such language in all printed material and in the speech of its staff, contractors, and students.
- Establish and maintain mechanisms to deal with complaints.

### **RTO Manager Responsibilities**

CTAS Education RTO Manager and other executives are responsible for student, staff, visitors, and contractors' equity.

CTAS Education RTO Manager and relevant Managers will not condone nor engage in discriminatory/harassing behaviour. CTAS Education RTO Manager and relevant Managers are responsible for ensuring that all staff are aware of this policy and that complaints and appeals will be dealt with in accordance with the terms of the Complaints and Appeals Policy.

CTAS Education RTO Manager is to ensure staff act according to this policy and all students are made aware of their rights and responsibilities pursuant to this policy. CTAS Education RTO Manager will maintain the confidentiality of all complaints. If The CTAS Education RTO Manager feels that they are not the appropriate person to deal with the complaint, they will refer the matter to either a member of the management team or an external independent party for review and/or action.

### **Staff, Contractors, and Students Responsibilities**

CTAS Education staff, contractors and students are responsible to:

- Act to prevent harassment, discrimination, and victimisation against others.
- Respect differences among other staff, students, and contractors, such as cultural and social diversity.
- Treat people fairly, without discrimination, harassment, or victimisation.
- Respect the rights of others.
- Respect people's rights to privacy and confidentiality.
- Refuse to join in with these behaviours.
- Supporting the person in saying no to these behaviours.
- Acting as a witness if the person being harassed decides to lodge a complaint.
- Observe site rules or behaviour guidelines set by CTAS Education Trainers/Assessors.
- Behave in a manner that does not interfere with the learning of others; and

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- Conduct themselves in a responsible manner while in training.
- Ensure the rights of all students to have their say, balanced with the responsibility to listen to others and allow others to have their say. If a staff member of CTAS Education, contractor or student feels harassed, bullied or otherwise a victim of unwelcome behaviour, the staff, contractor, or student is encouraged to inform the person where the behaviour is unwanted, unacceptable and/or offensive. If the staff, contractor, or student feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the CTAS Education should be contacted.

**Applicable Legislation**

This policy reflects and aligns the CTAS Education’s commitment to the following legislation:

- National Vocational Education and Training Regulator Act 2011 (NVR Act) –Commonwealth
- Vocational Education and Training Act 1996 (Western Australia)
- Age Discrimination Act 2004 (Commonwealth)
- Disability Discrimination Act 2009 (Commonwealth)
- Racial Discrimination Act 1975 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Equal Opportunity Act 1984 (Western Australia)

All Access and Equity practices are guided and monitored by the CTAS Education RTO Manager and where areas for improvement are identified, the appropriate action will be taken to rectify the issue and improve the current practices and update relevant policies and procedures including the continuous improvement register.

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