

Access and Equity

Purpose:	This policy and procedure has been developed to provide a framework for ensuring our workplace and training services reflect fair and reasonable opportunity; allowing everyone to freely participate in an environment free from discrimination, bullying/harassment/vilification, and victimisation.
Reference:	<p>ASQA – Standards for Registered Training Organisations (RTOs) 2015</p> <ul style="list-style-type: none"> • Clause 1.7: Learner Support • Clause 4.1: Provide accurate and accessible information to prospective and current students <p>Age Discrimination Act 2004 (Cth) Racial Discrimination Act 1975 (Cth) Sex Discrimination Act 1984 (Cth) Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005 (Cth) Equal Opportunity Acts (Var States) Anti-Discrimination Acts (Var States) Fair Work Act 2009 (Cth) Work Health and Safety Act 2011 (Cth) Occupational Health and Safety Act 2004 (Vic)</p>
When:	<p>At the design and development of Training and Assessment Strategies and Practices. In the recruitment, selection, training and assessment, management, and administration of prospective and enrolled learners. In the recruitment, selection, engagement, management, and administration of staff and contractors (workers). In the handling of complaints or requests for information.</p>
Definition/s	<p>Bullying – aggressive behaviour in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words, or more subtle actions.</p> <p>Eligibility Requirements – criteria used to determine a person's suitability to participate in a program, scheme, or offering (e.g. traineeship, funding, course, etc...).</p> <p>Equal Opportunity Principles – measures to guide in: non-discrimination, fair treatment, responsiveness to the needs of individuals, and participation.</p> <p>Harassment – un-wanted behaviour related to a protected attribute that offends, humiliates, intimidates, or creates a hostile environment.</p> <p>Natural Justice – the right to present information before a decision is made, the right to be treated without bias, and to have decisions based on relevant evidence.</p> <p>Participation – Engagement in communication to inform decisions which affect access and equity.</p> <p>Positive Organisational Culture and Learning Environment refers to an atmosphere of respect, fairness, and safety whereby all learners and staff are empowered to participate to the best of their abilities.</p> <p>Procedural Fairness – ensuring the fairness of the procedure by which a decision that affects a person's rights, interests or legitimate expectations is made.</p> <p>Unlawful Discrimination – discrimination on the basis of protected attributes including age, disability, race, sex, intersex status, gender identity, and sexual orientation in matters regarding employment and education.</p> <p>Vilification – behaviour that “incites hatred, serious contempt, revulsion or severe ridicule” for a person or group of people, because of their race, religion, sexuality, gender identity, or sex characteristics.</p> <p>Victimisation – subjecting or threatening to subject someone to detriment or unfair treatment because they have made a complaint about discrimination, sexual harassment or racial and religious vilification, it is believed they intend to make a complaint, or they've helped someone else to make a complaint.</p>

Scope	This policy applies to all Water Training Australia interactions with all workers, clients, learner, and stakeholder representatives.
Policy	<p>WTA is committed to providing equal opportunity and integrating the principles of equal opportunity into its policies and procedures to create an environment free from discrimination, bullying/harassment/vilification, and victimisation.</p> <p>While WTA works to ensure fair, respectful, and safe treatment of all people; we recognise the following groups require additional consideration to ensure they are welcomed and supported in our employment and/or service delivery:</p> <ul style="list-style-type: none"> • First Nations People • People of culturally and linguistically diverse backgrounds • People in isolated or remote areas • People with disability • Young and mature-age people • Women. <p>WTA policies and procedures aim to achieve equal opportunity by integrating the following Equal Opportunity Principles into the way we operate:</p> <ul style="list-style-type: none"> • ensuring Natural Justice and Procedural Fairness; • protecting the dignity, confidentiality, and privacy of individuals; • providing accessible information; • using inclusive, culturally safe, and trauma aware language and graphics; • providing information and training to promote awareness of rights and responsibilities; • monitoring of performance and applying continuous improvement to ensure issues are identified and appropriately addressed; • using participative consultation processes; and • providing safe avenues for feedback and complaints while ensuring responsiveness to stakeholders as part of continuous improvement processes. <p>WTA policies and procedures (as listed in the procedures below) manage the following access and equity concerns:</p> <ul style="list-style-type: none"> • Selection of learners according to eligibility requirements free from unlawful discrimination. • Recognition of competencies gained through a variety of pathways, including formal training, work-based learning and prior learning. • Provision of training and assessment relevant and flexible for a diverse population. • Accommodation for specific learning needs of individual learners. • Provision of access to suitable facilities and resources. • Consultation with relevant industry bodies/community groups. • Recruitment, selection and management of workers based upon relevant and fair criteria. • Provision of fair and reasonable opportunity for workers to participate in relevant decision-making processes and the allocation of resources and services as required to fulfil their duties and responsibilities. • Maintenance of a positive organisational culture and positive learning environment of respect, fairness, and safety whereby all learners and staff are empowered to participate to the best of their abilities. <ul style="list-style-type: none"> • Bullying/Harassment/Vilification are not tolerated under the WTA Codes of Behaviour – incidents will be addressed under disciplinary action procedures. • Mechanisms for stakeholders to raise issues to address complaints and appeals fairly, effectively, and confidentially (in so far as is practical) without fear of victimisation.



	<ul style="list-style-type: none">• Complaints regarding access and equity that are not resolved after exhausting the WTA complaints and Appeals Process will be referred to the Australian Human Rights Commission. <p>When an access and equity issue is raised it will be investigated to determine if a breach occurred and/or a deficiency exists. The impact of that breach and/or deficiency will be identified and addressed. The policy will be reviewed to consider ways to eliminate the deficiency and prevent similar breaches in the future. All perceived deficiencies in the Access and Equity Policy are to be documented, assessed, and reviewed by the Managing Director.</p> <p>This policy will be reviewed annually or as needed.</p>
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