

ACCESS AND EQUITY

1. PURPOSE

This document describes how ICG Training and Consultancy Services Pty Ltd (ICG) values, promotes, encourages and integrates access and equity principles into our programs by treating all students and individuals equally and fairly.

ICG is committed to providing and maintaining an inclusive and diverse workforce and a positive learning environment that fosters equal benefits and opportunities for people to pursue their vocational and educational goals through participation in ICG programs.

2. SCOPE

This policy forms part of ICG’s Quality Management System and applies to all current and prospective students, staff and educational activities.

3. POLICY STATEMENT

ICG is committed to providing inclusive and flexible learning and assessment options, allowing students and staff alternatives which recognise the diversity of their individual needs and circumstances.

ICG is committed to developing a diverse environment aiding students and staff in their learning goals to access, participate and enjoy the benefits of education and employment in compliance with the Standards for Registered Training Organisations (RTOs) 2015, the Disability Discrimination Act 1992 (DDA), and the Disability Standards for Education 2005.

Through application of access and equity principles, ICG ensure that all students and potential students have access to the benefits of training and assessment regardless of their gender, age, race, religion, culture, linguistic background, marital status, geographic location, socio-economic background, disability, sexual preference, family responsibility or political conviction.

Access and Equity Principles

ICG abides by access and equity principles and respects a student’s right to privacy and confidentiality and are sensitive to student needs.

ICG will provide:

- Access to appropriate quality training and assessment services.
- Increased opportunity to participate in training.
- Equity for all people through the fair and appropriate allocation of resources.
- Equal opportunity without discrimination.

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ICG provide equal opportunity for all students and are responsive to their individual needs where 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.

ICG will ensure:

- The Principles of access and equity are incorporated in all training and assessment processes that impact students and potential students;
- All nominations and enrolments into training courses and programs will be conducted in an ethical and responsible manner, ensuring fairness and compliance with Equal Opportunity legislation, and
- All students have access to the training resources, facilities, equipment, support services, information, training and assessment staff, materials, assessment opportunities and training opportunities that meet their individual needs.

4. PROCEDURES

ICG will demonstrate its commitment to access and equity through:

- Recruitment process that are fair and non-discriminatory.
- Providing relevant training that is flexible and can be applied to diverse student cohorts.
- The provision of facilities and resources that are accessible to all students.
- The availability of student support services.
- A fair complaints and appeals process.
- Engaging with relevant industry groups.
- Raising awareness of equity issues.

4.1 Inviting Disclosure

- a) At enrolment, students are asked to identify personal needs or circumstances that may exist and for which ICG can provide or obtain additional support.

Students may be identified from target groups including:

- i. Aboriginal and Torres Strait Islanders.
- ii. People from culturally diverse or non-English speaking backgrounds.
- iii. Unemployed individuals or people re-entering the workforce.
- iv. People living with disabilities.
- v. People from rural and remote areas.
- vi. Members of other disadvantaged groups.

- b) Students are encouraged to discuss any special needs and/or reasonable adjustments that may be required or that may assist in the performance of their studies.

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- c) ICG will provide advice and guidance to students on:
 - i. The suitability of the program to each student.
 - ii. Any special physical or cultural requirements for the program.
 - iii. Reasonable adjustments that can be made to the learning and assessment activities.
 - iv. Support services that are available.

4.2 Making Reasonable Adjustments

- a) Reasonable adjustment in vocational education aim to increase the participation of all students, including those with disability, and to reduce the impact of disability on achieving a vocational qualification leading to employment.
- b) All students are given fair and reasonable opportunity to attend and complete training in a learning environment that is respectful and empowering. A collaborative approach will be taken to provide flexible delivery options to allow a student the opportunity to succeed. However, any flexible delivery that is undertaken will not compromise the integrity of the assessment requirements.
- c) 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.
- d) ICG provides reasonable adjustments to meet the specific requirements of staff through the provision of adjustments, including:
 - i. Flexible work arrangements.
 - ii. Modifications to work premises.
 - iii. Changes to job design, working hours and schedules, or other work practices.
 - iv. Modifications to equipment.
 - v. Provision of training or other assistance.
- e) The requirement to provide adjustments for staff applies to all areas of employment, including:
 - i. Recruitment, selection, and appointment.
 - ii. Training and career development.
 - iii. Staff leave.
 - iv. Performance management; and
 - v. Promotion, transfer, or any other benefit.

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- f) Reasonable adjustments are recorded in the relevant training and assessment strategy for the learning program, on the students training and assessment plan, and, for staff particularly, in the relevant Human Resources file.

4.3 Complaints Handling

- a) Complaints are investigated in accordance with ICG’s *Complaints Handling Policy Procedure*.

5. VARIATIONS

ICG reserves the right to vary, replace or terminate this policy from time to time.

6. DEFINITIONS

As defined in the Quality Management Strategy.

7. RELATED DOCUMENTS

- Student Support Policy Procedure.
- Student Enrolment Policy Procedure.
- Delivery of Training Policy Procedure.
- Engagement with Industry Policy Procedure.
- Assessment and Evidence Collection Policy Procedure.
- Complaints Handling Policy Procedure.
- Assessment Appeals Policy Procedure.

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