

POL 004

POLICY

Access & Equity

AICA Education, as a Recognised Training Organisation in Queensland, will, within commercial, health & safety and social boundaries, endeavour to provide access and equal opportunity to its learning programs to all people, from all backgrounds. We also recognise that certain groups within our society are considered to be priority target groups within the context of access and equity and may include but are not limited to:

- Women
- Aboriginals and Torres Strait Islanders
- People from non-English speaking backgrounds
- People with a disability
- Rural and regionally-isolated communities
- People in transition and other special groups ie:
 - people re-entering the workforce
 - sole parents
 - people with literacy issues
 - long term unemployed
 - people who have been institutionalised

AICA Education will seek to provide quality learning for all people in our society by ensuring that all our learning programs will:

- Be accessible to everyone
- Be inclusive of all social groups
- Meet particular learner needs
- Meet industry and community needs
- Support learners with diverse and different needs
- Acknowledge and embrace diversity
- Endeavour to reflect the diversity of backgrounds and experiences found in the broader community within the learner population



Attempt to attract persons who may have been excluded or unsuccessful in past studies

AICA Education will meet the needs of individuals and the community through the integration of access and equity guidelines. We support government policy initiatives and will apply equity principles to ensure equality of opportunity without discrimination.

1. Maintain open access to our courses, encouraging people to achieve their goals with our support and guidance.
2. Liaise with agencies and government departments in providing opportunities for disadvantaged groups e.g. providing training for people with language and literacy problems, cultural or other disadvantages.
3. Apply a language and literacy assessment suitable for identifying any special learning needs of participants.
4. Maintain close contact with the Adult Literacy and Numeracy department of the Gold Coast Institute of TAFE who offer support for any of our participants who may need specialist teaching to improve their level of literacy in order to meet the standards required of a trainer and assessor.
5. Liaise with other disability support groups to ensure that other special needs can be catered for in areas where we have no knowledge or experience.
6. Ensure that the training materials and assessment documentation are written at a level which is clear and easily understood.
7. Provide support with tutorial assistance for any participant who is encountering learning difficulties or who has problems accessing classes.
8. Review our Access and Equity Policy and Procedures at least once a year with our Training Advisory Committee to ensure that : it is:
 - a) Meeting legislative requirements
 - b) Satisfying individual student needs
 - c) Enabling participant outcomes to be met
 - d) Addressing community needs

In addition to formal reviews, our policy will be checked whenever there is a change of legislation or we discover there are circumstances not covered by our policy

9. Identify any discrepancies in our policy or procedures to incorporate changes and document recommendations for amendments.
10. Record details of the changes and dates implemented.