

# Policies & Procedures

## Access & Equity Policy

**A**VTES is committed to the goals of equal opportunity and affirmative action in education and employment. It aims to provide a study and work environment for students and staff that fosters fairness, equity and respect for social and cultural diversity that is free from unlawful discrimination, harassment and vilification as determined by legislation and AVTES' policy.

**In fulfilling this commitment, AVTES will:**

- foster a training culture that values and responds to the rich diversity of all students and staff;
- provide equal opportunity by removing barriers to participation and progression in employment and education so that all students and staff have the opportunity to fully contribute to workplace training;
- promote clear and accountable educational and management policies and practices to engender trust between students and trainers;
- enhance the quality of students' learning through the provision of culturally, socially and gender inclusive education in areas such as curriculum, teaching methods, assessment and review provisions, written and audiovisual material and support services; *and*
- ensure that its staff and students are aware of their rights and their responsibilities under current Access & Equity legislation.

All AVTES employees are responsible for compliance with all relevant legislation.

**NB. A copy of the Equal Opportunity Act 1995 can be found in the Human Resources section of this Procedure Manual.**

## Student Equity

**Student Equity Groups** generally consist of:

- *students from socio-economically disadvantaged backgrounds;*
- *students from a non-English speaking background;*
- *students with disabilities;*
- *students from rural and/or isolated areas;*
- *Aboriginal and Torres Strait Islander students; and*
- *women in non-traditional fields of study.*

The specific needs of such groups will be taken into account in the development of curriculum and teaching and assessment strategies.

### *Definitions of "Student Equity Groups"*

#### **Students from socio-economically disadvantaged backgrounds**

Students from socio-economically disadvantaged backgrounds are defined as those whose home address postcodes fall within the lowest quartile for the population of a given catchment region.

#### **Students from a non-English speaking background**

Students who were born overseas and arrived in Australia less than 10 years ago and who speak a language other than English at home.

#### **Students from rural and/or isolated areas**

Geographical status is determined by the postcode of a student's home address. Three groups have been identified: **urban, rural and isolated**. The 1993 classification of postcodes devised by the Department of Primary Industry & Energy is used to group postcodes into these three categories.

### **Students with disabilities**

Students who answer “YES” to the following questions on the Enrolment Form –

- *Do you consider yourself to have a disability, impairment or long term condition?*
- *Do you need any special assistance from AVTES because of this disability?*

### **Aboriginal and Torres Strait Islander students**

Aboriginal and Torres Strait Islander students are defined through self-identification by a positive response to the following question on the Enrolment Form –

- *Are you of Aboriginal or Torres Strait Islander origin?*

### **Women in non-traditional fields of study**

A non-traditional area of study is defined as a field of study or type of course or trade study in which the percentage of women enrolled are low. Currently these fields of study are advised by the AAC's (*Australian Apprenticeship Centres*) or online - [Australian Apprenticeships Homepage](#)

## **What is Equity?**

AVTES' students enjoy a safe and non-discriminatory environment and will have the same opportunities to benefit from education as other people.

This does not mean that everyone is treated in the same way but rather in a **fair and flexible** way because:

- *we all have different needs; and*
- *some people belong to groups that have experienced disadvantage which has impeded their progress in education or employment.*

**Education Equity** means that education practices, academic support and the curriculum are such that all students can enrol with AVTES on merit and have equal opportunities for success.

It also recognises that merit can be measured in ways other than traditional academic achievement. For example, through the recognition of prior learning and through interviews that evaluates the potential for success.

### **AVTES' Commitment to Equal Opportunity in Education**

As well as recognising its statutory obligations as listed, AVTES is committed to providing opportunities to study free from harassment and discrimination and one in which every student is encouraged to work towards her/his maximum potential.

### **Special Admission Schemes**

AVTES encourages the enrolment of students who belong to disadvantaged groups in all of our programs. Where members of a disadvantaged group are particularly under-represented in certain disciplines, the responsible Depts will actively encourage their enrolment.

### **Support of Disadvantaged Students**

AVTES will provide support to assist the successful completion of studies by disadvantaged group members and will work with/in conjunction with support agencies and adult education agencies on a case-by-case scenario.

### **Course Content, Curriculum Design, Teaching & Assessment and Printed Material**

AVTES will monitor course content (including titles), teaching methods, assessment procedures, written material (including study guides and handbook and calendar entries) and audiovisual material to ensure that they are not discriminatory or offensive and that they encourage and facilitate full participation in education by disadvantaged people.