

Access and Equity

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Policy Statement

Scope Vision is focused on the fair and ethical treatment of clients and individual learners in its commitment to meet the diverse learning needs and goals of all, being flexible and responsive to training and assessment needs with a range of support mechanisms.

Purpose

Scope Vision is committed to ensuring barriers to training continue to be identified, acknowledged, addressed and reduced as far as possible to enable clients and individual learners to maximise their learning outcomes.

From a business perspective, responding to the diverse needs of the community opens the door to more clients, giving Scope Vision a competitive advantage. Scope Vision's commitment to focus on access and equity meets legal obligations and the requirements of the Standards for RTOs. Scope Vision's active measures to reduce barriers to learning and achievement contribute to the management of risk: Scope Vision will be less likely to receive complaints of discrimination with its commitment to a policy of access and equity.

Scope

Scope Vision provides access to training and assessment services ensuring equality in outcomes regardless of individual circumstances, background and identity. This policy covers Scope Vision's commitment to being proactive in identifying and responding to the needs of diverse groups of learners. The policy applies to the way Scope Vision provides information to clients, the enrolment process, the provision of training delivery, the process of assessment, helping learners link their training to employment pathways and the improvement of decision making.

Scope Vision will ensure:

- All training and assessment policies and procedures incorporate access and equity principles;
- All learners have equitable access to the benefits of training and assessment 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 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 learners/clients have equitable access to training resources, facilities, equipment, support services, information, training and assessment personnel, materials, assessment opportunities, training opportunities.

This policy applies to:

- RTO Management
- RTO Agents
- Learners

Support Services

Scope Vision endeavours to provide learners with the following support services as required.

General support provided by Scope Vision can include;

- Qualified trainers/assessors and staff to answer learner questions
- Adequate time to practice skills and knowledge prior to assessment
- Feedback prior to and post assessment
- Creation of a training plan
- Amending resources to meet learner needs (for example increasing font size in resources for easy reading)

Language, literacy and numeracy requirements of learners can be met by contacting:

- Reading and writing hotline
- Learning difficulties Australia
- Adult Literacy Innovation Project Western Australia

Reasonable adjustment can be provided for learners with special needs which, if not provided for, might put the learner at a disadvantage. Reasonable adjustment could include, but is not limited to:

- Oral questioning in place of written tasks
- Educational support as identified
- Individual assessment conditions such as enlarged print materials, additional training resources
- Contextualising portfolio assessment tasks to suit individual situations
- Additional time for assessment

Legal, Compliance and Audit Requirements

Legal Requirements

- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act 1988
- Western Australian Equal Opportunity Act 1984

Compliance Requirements

- Standards for RTOs 2015 – Standard 1. The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

Definitions

Term	Definition
Access	Access generally refers to the ability to enter training. Improving access might involve strategies such as improving physical access to a training venue; ensuring that selection criteria do not discriminate against learners; adapting marketing activities to encourage all learners. Access issues for a sub-set within equity issues.
Appeal	An appeal is undertaken by a learner who disagrees with the assessment outcome.
Assessment	The process of collecting evidence and making judgements on the nature and extent of progress towards the performance requirements set out in a standard, or learning outcome, and at the appropriate point making the judgement as to whether competency has been achieved.
Assessor	Any person engaged by the RTO to perform assessment activities pertaining to nationally recognised assessment
Assessment tool	A document used by an assessor to record assessment evidence; it includes the following components <ul style="list-style-type: none"> • the context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules) • the administration, recording and reporting requirements
Delivery Methods	Training activities and methods used to deliver conceptual, procedural and dispositional knowledge to learners
Equity	Equity is a term used to cover issues relating to access to VET, participation in VET, & achievement of outcomes in VET. Equity issues cover a wide range of matters. Examples of equity strategies include providing a supportive learning environment; adjusting assessments to meet individual circumstances; implementing policies on fee reduction; developing and using inclusive training materials. Essentially, equity refers to the capacity for all learners to achieve results in training & to receive training in an inclusive environment with inclusive materials.
Group Processes	Facilitated activities used to transfer knowledge and skills to learners, allowing learners to build on existing knowledge levels.
Inclusive	Inclusive environments and materials acknowledge and value the differences between people and cultures; they include rather than exclude.
Independent Third Party	A recognised professional within the VET sector with no direct involvement in the training and assessment process within the RTO.

Term	Definition
Key Stakeholder	A person party to the services provided by the RTO; e.g. Learner, RTO, RTO Agent, or Client
Learner	Any person enrolled in nationally recognised training undertaking nationally recognised assessment; may also be known as a candidate for assessment; an individual who is receiving, responding to and processing information in order to acquire and develop competence; this incorporates the processes of preparing and presenting for assessment
Learner Resource	Resources designed by Scope Vision to assist the learner to record course information
Moderation	Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.
RPL	Recognition of Prior Learning means recognition of competencies currently held, regardless of how, when or where the learning occurred
RTO	Registered Training Organisation: Scope Vision: RTO Code: 4685
RTO Management	Maria-Jane Satterthwaite; Managing Director. Joanne Viegas; General Manager
RTO Agent	Includes trainers, assessors, contractors, administrators, or parties to formal partnership arrangements with Scope Vision
Scope Master Task List – CI Register	<p>Google Drive register which tracks and manages the following phases of a customised client training program:</p> <ul style="list-style-type: none"> • Planning for the delivery of training • Training program design and development • Client consultation • Training delivery and evaluation • Continuous improvement actions
Standards for RTOs 2015	<p>The Standards under which the RTO is governed; there purpose is to:</p> <ul style="list-style-type: none"> • Set out the requirements that an organisation must meet in order to be a registered training organisation (RTO); • Ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study; and • Ensure RTOs operate ethically with due consideration of learners' and enterprises' needs

Term	Definition
Trainer and/or Assessor	Any person engaged by the RTO to perform training and/or assessment activities pertaining to nationally recognised training and/or assessment
Training and Assessment Matrix (TAM)	Mapping document; mapping the sources of assessment evidence to the components of the unit of competence
Validation	<p>Validation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or VET accredited course had been met.</p> <p>It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.</p>

RTO Management

- Make sure all staff are trained and competent in working with diverse learner groups
- Remove barriers when considered reasonable and appropriate, and create new ways of doing business

RTO Management and Agents

- Act honestly, fairly and with impartiality in its duties
- Not discriminate on the basis of age, sex, family status and responsibility, religion, political belief, impairment or disability
- Not use authority or influence in an arbitrary way
- Ensure decisions affecting individuals are properly recorded and documented, setting out all evident conclusions and decisions
- Comply with all relevant legislation and follow policies, practices and procedures
- Employ the Code of Practice and related policies to guide decision-making when confronting ethical or moral dilemmas
- Exercise courtesy and sensitivity in dealing with clients and individuals, paying due respect to their right of privacy and dignity
- Recognise and value diversity so as to create and sustain an environment in which everyone can achieve their full potential

Client and Learners

- Communicate to Scope Vision via RTO Management or RTO Agents any necessary requirements that will assist in meeting individual needs

Learners

- Agree to and employ the behaviour detailed in the Code of Practice and/or Expected Learner Behaviour document

Associated Documents

National Policies/Documents

- Shaping our future: National Strategy for vocational education and training 2004-2010
- Closing the Gap: Indigenous Employment Program
- Disability Standards (Access to Premises – Buildings)
- 2008 Ministerial Declaration on Adult and Community Education
- Standards for RTOs 2015

State Policies/Documents

- Building Diversity and Equity in Training 2010-2018: Equity is everybody's business
- Community Learning in Focus: A Strategy for Adult and Community Education in Western Australia
- (2009 - 2018)
- Culture Strong, Career Proud: Aboriginal and Torres Strait Islander Employment Strategy 2008 - 2010 - Action Plan 2008
- Disability Access and Inclusion Plan 2011-2015
- The Policy Framework for Substantive Equality
- Staying the course: A guide to working with students with mental illness – 2nd Edition (2012)

Scope Vision Policies

- Acts and Regulations
- Appeals Policy and Procedure
- Assessment Policy and Procedure
- Code of Practice
- Continuous Improvement Policy and Procedure
- Expected Learner Behaviour
- Grievance Policy and Procedure

Access and Equity: Procedure for Providing Information

Purpose and Scope

This procedure aims to ensure that information for both existing and potential learners is made available in a variety of ways and complies with Scope Vision's Access and Equity Policy.

Responsibility

- RTO Management
- RTO Agents

Procedure

1. Information is requested regarding nationally recognised training provided by Scope Vision
2. Accurate and comprehensive information is provided, citing relevant references where applicable
3. The information is reviewed to ensure it is non-discriminatory giving due regard to differences in gender, ability, age, location and social and cultural backgrounds and their impact on learners
4. The information clearly outlines the following:
 - Entry requirements in terms of qualifications or competencies
 - The range of pathways to the qualification
 - Fees, charges, refunds and exemptions
 - Available support services
 - Learning options and flexible learning and assessment arrangements
 - Learning outcomes from successful completion of the training
 - Possible additional demands of current workplaces
 - The rights of learners and the responsibilities of Scope Vision towards their learners
 - The information is made accessible via various forms, such as through the Scope Vision web site, social media applications, telephone services and marketing material

Documentation

- Are you ready? Self-assessment form (per qualification)
- Continuous Improvement Policy and Procedure
- Fees, Charges, Refund and Cancellation Policy
- Learning and Assessment Plan – customised per initiative
- Program flyers
- Recognition Pathways – Learner Guide

Access and Equity: Enrolment Procedure

Purpose and Scope

This procedure aims to ensure that the enrolment process complies with Scope Vision's Access and Equity Policy and that learners and clients are given the opportunity to express any needs. This procedure applies to enrolment in a training program within Scope Vision's scope of registration.

Responsibility

- RTO Management
- RTO Agents
- Learners

Procedure

- A learner indicates they wish to enrol in a training program
- Enrolment information is provided in an accessible means to the learner, such as online, email, face to face and/or via telephone
- Flexible fee payment options are negotiated as appropriate
- Detailed clear information about recognition pathway process and cost is provided to the learner
- Learner is given the opportunity to discuss any needs they may have in a way they feel confident the information they provide will be used to help and not discriminate; the learner is encouraged to disclose if they have a disability or particular learning need
- Are you ready? Self- assessment form forwarded to the learner for completion to guide RTO in individual learner preferences and needs

Documentation

- Are you ready? Self-assessment form (per qualification)
- Assessment Policy and Procedure
- Continuous Improvement Policy and Procedure
- Enrolment forms
- Fees, Charges, Refund and Cancellation Policy
- Learning and Assessment Plan – customised per initiative
- Program flyers
- Recognition Pathways – Learner Guide

Access and Equity: Training Delivery Procedure

Purpose and Scope

This procedure aims to ensure that Scope Vision delivers training that complies with the Access and Equity Policy offering flexibility and support to all learners. This procedure applies to all training material developed for use in delivery of training, including presentations, learner resources and other resources designed for use within training activities. The procedure also applies to the facilitation skills of the RTO Agent delivering training sessions.

Responsibility

- RTO Management
- RTO Agents

Procedure

- A training (or program) plan is completed in negotiation with the learner and where applicable, employers
- The learner is provided with a learning and assessment plan (program overview)
- Session plans are developed utilising a range of delivery methods and group processes including trainer presentation, bus stop, buzz group, role play and structured activities
- Learner resources are developed
- Training material is reviewed to ensure inclusive and culturally appropriate approaches to training are adopted
- Learners are provided with a learner resource at the commencement of training which outlines workshop and session learning objectives
- Support options are identified to the learner reiterating availability for support within and outside of working hours via telephone and email
- Training is delivered by qualified and experienced trainers

Documentation

- Learner and Assessment Plan
- Learner Resource (per program)
- Session Plan (per program)
- Training Plan (per client initiative)

Access and Equity: Assessment Procedure

Purpose and Scope

This procedure is to ensure assessments are designed and conducted in a flexible, valid and fair manner that complies with the Scope Vision Access and Equity Policy and the principles of assessment.

Responsibility

- RTO Management
- RTO Agents
- Learners

Procedure

1. A Training and Assessment Matrix (TAM) is completed which maps Units of Competency from Training Packages to evidence sources. The TAM demonstrates:
 - a range of evidence to be collected
 - a cluster of competencies that reflect a real work task
2. Assessments are developed based on the evidence sources identified (as appropriate) in the TAM
3. Clear instructions to learners are outlined on the assessment tools; this will:
 - give learners the opportunity to demonstrate their competence in a reasonable timeframe following the completion of training
 - allow learners to complete assessments in their own time
 - provide the opportunity for learners to liaise with RTO Agents to organise suitable times for assessment (where appropriate)
4. Assessment tools, methods and processes are validated with the client and/or industry experts to ensure they are valid, reliable, flexible and fair
5. Assessments are clearly outlined in an Assessment Plan and in the Learner Resource provided to learners at the commencement of training
6. Assessments are conducted fairly and adjusted according to individual needs, giving learners the opportunity to demonstrate competence in a variety of ways over time
7. Learners are provided with feedback and information on reassessment opportunities and appeals processes
8. Assessments are accompanied by a fair appeals process
9. Assessment outcomes are moderated by the RTO to ensure that the principles of assessment have been met

Documentation

- Are you ready? Self-assessment form (per qualification)
- Appeals Policy and Procedure

- Assessment Policy and Procedure
- Learning and Assessment Plan
- Program flyer
- TAM and bank of Assessment Tools
- Validation Moderation Reports

Access and Equity: Employment and Further Study Procedure

Purpose and Scope

This procedure aims to ensure that Scope Vision's Access and Equity Policy in relation to assisting learners into further study or employment are met. This procedure applies to Scope Vision's delivery of Nationally Recognised Training.

Responsibility

- RTO Management
- RTO Agents

Procedure

1. A training program is developed (or a request for training received from a client)
2. Information about the client or learners is gained from the source of the training request and learner enrolment procedure [eligibility to enrol is verified]
3. Are you ready? Self-assessment is completed to identify specific learner requirements
4. Training is either customised to a client's work environment or allows opportunity for learners to utilise existing workplace practices
5. A learning and assessment pathway; or recognition pathway is provided to the learner
6. When appropriate, assistance and support to find work placements and employment is provided

Documentation

- Are you ready? Self-assessment form (per qualification)
- Learning and Assessment Plan
- Learning and Assessment Strategy
- Qualification flyer
- Training Plan

(Note: all Scope Learners are employed within client groups)

Access and Equity: Improving Decision Making Procedure

Purpose and Scope

This procedure commits to ensuring Scope Vision's Access and Equity Policy is applied in relation to the review of practices and procedures via the collection and analysis of stakeholder and client feedback. This procedure applies to the delivery of training and assessment services.

Responsibility

- RTO Management
- RTO Agents
- Learners
- Employers

Procedure

- Training or assessment is completed
- RTO Agents deliver feedback forms to learners encouraging feedback, stressing the value of the feedback to the RTO for improvement of training and assessment services
- Feedback forms allow learners to clearly express their thoughts, reactions and suggestions regarding the training that has just been completed
- Alternatively, RTO Agents may opt to facilitate a buzz group debriefing activity capturing what went well with the program; areas for improvement; and what they will implement upon leaving the workshop
- Learners complete the feedback from (or buzz group flip chart) and submit to the RTO Agent
- RTO Management summarise the feedback, providing a report on the training program
- RTO Agents add reflections on the training program and comment on the feedback generated from the learners
- RTO Agents elicit feedback from the employers
- Employer feedback is added to the report of the program
- Areas for improvement are added to the Continuous Improvement Register; and actioned accordingly

Documentation

- Buzz Group flip chart completed in class
- Continuous Improvement Policy and Procedure
- Continuous Improvement Register
- Employer Feedback Form
- Learner Feedback Form
- Summary Report of Learner Feedback

Feedback and Amendments

Formalised feedback review is carried out annually by the RTO Management. Any amendments to be made to this Policy and Procedure follow the Continuous Improvement Policy and Procedure and are recorded on the Continuous Improvement Register.