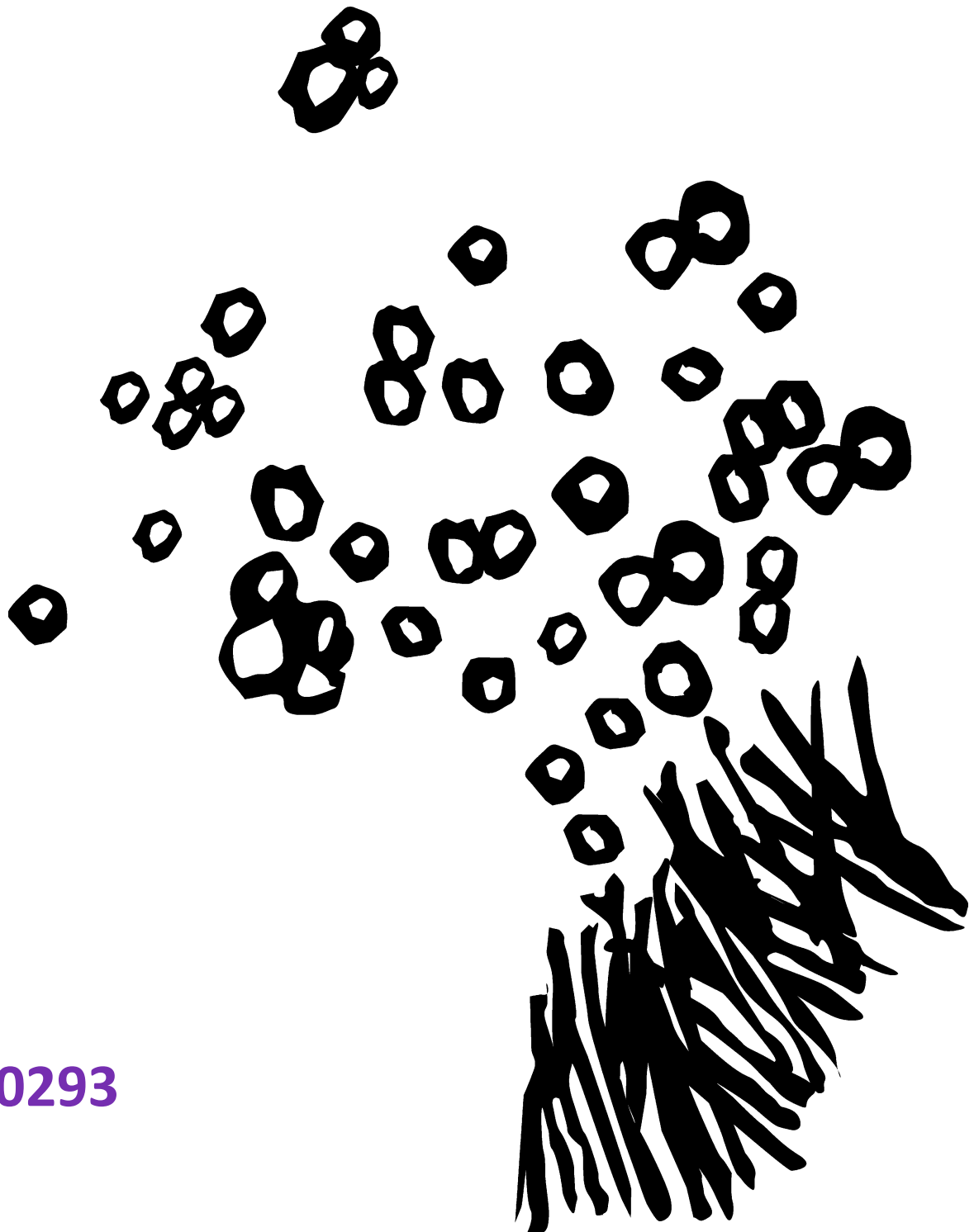




Government of Western Australia
Mental Health Commission

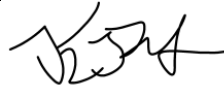


Access and Equity Policy – Mental Health Commission Registered Training Organisation



RTO - 50293

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Introduction

Purpose

The Mental Health Commission is committed to providing all students with equitable opportunities to pursue their training and development. This policy and procedure is to be used at the Mental Health Commission to integrate access and equity principles into all training and assessment activities it conducts, or is conducted on its' behalf.

Scope

This Policy covers all Mental Health Commission policies, procedures and all training function activities.

Definitions

Access and Equity – Policies and approaches aimed at ensuring that the RTO is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Trainers/Assessors – MHC staff that are accredited to deliver Nationally Recognised Training

Student/Learner – Any person enrolled in training through the Registered Training Organisation of the Mental Health Commission

Standards for RTO's (2015) – Federal legislation on basic requirements of a Registered Training Organisation

RTO – Registered Training Organisation (an entity legally able to train or assess Nationally Recognised Training across Australia)

Disadvantaged groups may include the following groups who traditionally have been under-represented in Vocational Education and Training (VET):

- People with a disability
- Aboriginals and Torres Strait Islanders
- Women
- People from non-English speaking backgrounds
- People in rural and remote areas
- Long term unemployed

Definitions Cont.

Discrimination can be direct, indirect or systemic.

Direct discrimination

Direct discrimination is any action which specifically excludes a person or group of people from a benefit or opportunity, or significantly reduces their chances of obtaining it. An action that is based on irrelevant reasons or circumstances such as personal characteristics (e.g. gender, ethnic origin) is direct discrimination.

Indirect discrimination

Sometimes the rules, practices and decisions made by a person or organisation treat people the same (in a way that actually disadvantages some). By treating everyone exactly the same means that those who may need individual assistance are not being supported. Therefore, because they will have their chances of opportunity or success significantly reduced, they are being indirectly discriminated against.

Systemic discrimination

Systematic discrimination occurs when certain groups (because of a group they are in) are disadvantaged because of the way the rules, practices and decisions are implemented. This means that other groups (because of the group they are in) get the advantages of the ways the rules and decisions are implemented. Direct and indirect discrimination contribute to systemic discrimination.

Equity focuses on outcomes. Equity is not concerned with treating people in the same way; it is concerned with ensuring that all groups of people participate, have the opportunity to reach their potential, make choices and receive responsive and appropriate products and services and therefore benefit to the same level.

Policy Statement

To ensure MHC provides equal opportunity to its learners, meeting learners' individual needs regardless of individual characteristics.

Guidelines

1. The aim of the policy is to remove barriers and to open up developmental opportunities for all students by creating a workplace and training environment that is free from discrimination, harassment, bigotry, prejudice, racism and offensive behaviour.
2. All students will receive fair and equitable treatment in all aspects of training and any employment opportunities without regard to political affiliation, race, colour, religion, national origin, sex, marital status or physical disability.
3. Students will receive equitable access to resources, facilities, equipment and training and assessment opportunities to ensure the best potential outcomes for success, no matter where or how they are studying.
4. Entry/admission requirements to courses will be clearly outlined in all Training and Assessment Strategies and in all marketing material, allowing all parties to be well informed in the course selection process.
5. Admission requirements may include material, academic, physiological and psychological requirements considered to be pre-requisite for enrolling candidates. The enrolment process and the ability of the RTO to support the enrolment of a student is determined based on the student meeting these pre-requisite requirements.
6. On the basis of the criteria levels established for enrolment in each course, a range of educational and support services will be provided by the RTO to cater for the needs of students and to support their ongoing training.
7. Allowable reasonable adjustment may be offered for those requiring aids, technology, extra time, alternative assessment methods etc.
8. A person may be excluded under this policy if they are unable to meet occupational health and safety standards or if their ability to participate poses risks to safety to themselves or others
9. All trainers/assessors are responsible to adhere to and be advocates for the policy.
10. This policy will be widely disseminated in the organisation (included to students in the Handbook and/or on the website).

Roles and Responsibilities

All SSSMAP Staff

All staff in the Strong Spirit Strong Mind RTO team are committed to adhering with relevant state and federal legislation. Our commitment is practiced by:

- Identifying and removing any barriers to access and participation;
- Ensuring all products and services offered under the RTO are free from limitation to users based on age, gender, physical, mental, social or other protected characteristics;
- Ensuring all students and prospective Candidates are informed that SSSMAP RTO will accommodate their learning needs (provided the reasonable adjustments do not cause undue financial strain on the RTO)
- Implementing reasonable adjustments as necessary to ensure delivery and assessment of all programs meet individual Candidate needs;
- Ensuring all practices are free from discrimination;
- Where possible delivering education, training and assessment programs and services that are relevant, accessible, fair and inclusive; and
- All Candidates are provided with information about access and equity issues and SSSMAP's RTO complaint resolution process.

All employees are responsible for:

- Understanding and complying with this policy at all times whilst in the workplace or representing MHC; and
- Advising management if they believe the policy may have been breached.

All students are responsible for:

- Advising management if they believed the policy may have been breached.

Relevant Legislation – Federal and State

- Age Discrimination Act 2004 (Cth);
- Australian Human Rights Commission Act 1986) (Cth);
- Disability Discrimination Act 1992 (Cth);
- Racial Discrimination Act 1975 (Cth);
- Sex Discrimination Act 1984 (Cth);
- Work Place Gender Equality Act 2012 (Cth); and
- Fair Work Act 2009 (Cth).
- Western Australian Equal Opportunity Act 1984 (WA)
- Racial Hatred Act 1995 (Cth);
- Disability Services Act 2006

Related Policies / Guidelines and Standards

- Complaints Policy