

ACCESS AND EQUITY POLICY

Policy Statement

Rexcel Training is committed to providing quality training and assessment products and services in accordance with the Standards for Registered Training Organisations 2015.

Rexcel Training promotes, encourages and values equity and diversity with regard to Students and Staff. Rexcel Training will ensure services offered are provided in a fair and equitable manner to all Students, in an environment that is free from bias.

Rexcel Training is committed to providing and maintaining training services that reflect fair and reasonable opportunity for all Students, regardless of their diversity. Therefore, allowing everyone to freely participate in the learning environment free from discrimination, harassment, bullying or vilification.

Rexcel Training is committed to providing flexible learning and assessment options, allowing Students alternatives which recognise the diversity of their individual needs and circumstances, aiding them in their learning goals.

Rexcel Training will ensure:

- All training and assessment policies and procedures incorporate access and equity principles.
- All Students have equitable access to the benefits of training and assessment irrespective of their gender, age, race, religion, culture, linguistic background, marital status, geographic location, socioeconomic 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.
- All Students have equitable access to training resources, facilities, equipment, support services, information, training and assessment personnel, materials, assessment opportunities and training opportunities.

Rexcel Training will not accept any form of discrimination and we will apply the following principles in support of access and equity:

- Rexcel Training will respect the Students right to privacy, confidentiality and be sensitive to individual needs.
- Rexcel Training provides equal opportunity for all Students and is responsive to the individual needs of all Student's regardless of: gender, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, disability, political choice, cultural or ethnic background, linguistic background, religious belief, geographic location, socio-economic background, employment/unemployment status or imprisonment history which may present a barrier to access, participation and achievement of suitable education outcome.
- At enrolment, Students will be encouraged to identify personal needs or circumstances that may exist and for which they may require additional support (See Enrolment Policy).
- Rexcel Training will ensure that all staff, employees, and contractors have access to the information and support needed to prevent discrimination, sexual harassment, bullying and violence victimization, and vilification or to deal with it appropriately if it occurs.
- Rexcel Training strives to create a learning environment where all Students are respected and can develop to their full potential.
- All Students are given fair and reasonable opportunity to attend and complete training.
- All staff members 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.

Rexcel Training will demonstrate its commitment by:

- Accepting Students according to a fair and non-discriminatory process.
- Making its training relevant for a diverse population.
- Providing suitable access to facilities and resources.
- Providing appropriate support services.
- Providing appropriate complaints procedures
- Consulting with relevant industry groups.
- Raising staff, contractor, and Student awareness of equity issues.

Rexcel Training is an equal opportunity company and does not discriminate against or favour target groups in either recruiting or training, unless prescribed by funding contracts.

Special Needs/Considerations

Students intending to enrol in training with Rexcel Training are requested prior to enrolment to advise Rexcel Training if they have any disability, physical or other impairment which may adversely affect their ability to successfully undertake training and assessment.

Students are encouraged to discuss with Rexcel Training any 'support needs' and/or 'reasonable adjustments to the study environment which they consider are necessary or would assist them in the performance of their studies.

Rexcel Training, in collaboration with the Student, will assess the potential for the Student to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the Student. However, no compromise to the integrity of the assessment against competency will be allowed.

Clients with a disability are required to have the ability to fulfil the core requirements of the units of Competency to attain the relevant award. However, it is recognised that flexibility in arrangements may need to be implemented.

Language, Literacy and Numeracy

Each Training Package sets a minimum requirement in language, literacy and numeracy skills of Students, which Rexcel Training must adhere to.

Rexcel Training makes appropriate concessions for language, literacy and numeracy issues of Students where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

Where a Student is deemed, either prior to enrolment or throughout the training program, to possess a level of language, literacy or numeracy below the minimum requirement of the Training Package, Rexcel Training will provide appropriate advice and support to the Student regarding further learning options. At times, further language or literacy development or remedial assistance by an external LLN provider may be required to be completed prior to the continuation or completion of the course of study.

Bullying, Harassment and Violence

Rexcel Training will not tolerate bullying or violent behaviour and expects all staff, contractors and Students to treat each other with dignity and respect.

Rexcel Training recognises bullying and violence demeans and infringes the rights of individuals and groups, damaging the work and learning environment.

If bullying, harassment or violence occurs, the person responsible will be subject to disciplinary procedures. Disciplinary action will be taken against any staff or Student involved in such behaviour. This may include termination of employment and removal of the Student from any training course.

Serious cases of bullying harassment and violence may constitute a criminal offence.

Victimisation

Rexcel Training will not victimise or treat any person unfairly for making a harassment complaint.

Rexcel Training will not tolerate behaviour of victimisation of another person and expects all staff, contractors and Students to treat each other with dignity and respect.

Any complaint of victimisation will be treated in the same manner as a complaint of discrimination, sexual harassment or vilification.

Staff, Contractors and Students Responsibilities

Rexcel Training staff, contractors and Students have the responsibility to:

- Act to prevent harassment, discrimination, and victimization against others.
- Respect differences among other staff, Students, and contractors, such as cultural and social diversity.
- Treat people fairly, without discrimination, harassment, or victimization.
- Respect the rights of others.
- Respect people's rights to privacy and confidentiality.
- Refuse to join in with these behaviours.
- Supporting the person in saying no to these behaviours.
- Acting as a witness if the person being harassed decides to lodge a complaint.
- Observe site rules or behaviour guidelines set by Rexcel Training Trainers/Assessors.
- Behave in a manner that does not interfere with the learning of others.
- Conduct themselves in a responsible manner while in training.
- Ensure the rights of all Students to have their say, balanced with the responsibility to listen to others
- and allow others to have their say.

Definitions

The below words and expressions have the following specific meanings, as specified in the Standards for Registered Training Organisations 2015.

Access and equity policies and approaches aimed at ensuring that VET is responsive to the individual needs of Students 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.

Discrimination occurs when a person is treated less favourably than others due to the person's circumstances, characteristics, or beliefs.

Direct Discrimination takes place when a person, organisation or group of persons is treated less fairly than others on the basis of stereotyped beliefs or views.

Indirect Discrimination includes rules, practices or policies which appear to be non-discriminatory and equally applicable, but operate in such a way that certain groups of people are excluded without just cause.

Workplace Harassment is any behaviour which is unwelcome, offends, humiliates or intimidates a person and causes the work environment to become unpleasant. If a person is being harassed, then their ability to do their work is affected as they often become stressed and suffer health problems. Harassment may result from behaviour which is not intended to offend or harm, such as jokes or unwanted attention however, this does not mean that it is lawful.

Sexual Harassment, the most common form of harassment is sexual harassment. Examples of sexual harassment include, but are not limited to:

- Unwanted touching.
- Sexual innuendo propositions.
- Nude pin-ups and posters.
- Obscene telephone calls.
- Wolf whistles.
- Sexual harassment can occur among peers or co-workers, and in subordinate-supervisor, supervisor subordinate.
- or staff-Student, Student-staff, Student-Student situations.

Verbal Harassment, Examples of verbal harassment include, but are not limited to:

- Sexual comments, advances, or propositions.
- Racist comments or jokes.
- Spreading rumours.
- Comments or jokes about a person's disability, pregnancy, sexuality, age, or religion.
- Repeated questions about one's personal life.
- Threats, insults or abuse.
- Offensive obscene language.
- Obscene telephone calls, unsolicited letters, faxes and emails.

Non-Verbal Harassment, Examples of non -verbal harassment include, but are not limited to:

- Putting offensive material on notice boards, computer screen savers and emails.
- Nude or pornographic posters.
- Displaying sexist or racist cartoons or literature.
- Following someone home from work.
- Standing very close to someone or unnecessarily leaning over them.
- Mimicking someone with a disability.
- Practical jokes that are unwelcome.
- Crude hand or body gestures.

Physical Harassment, Examples of physical harassment include, but are not limited to:

- Unwelcome physical contact such as kissing, hugging, pinching, patting, touching or brushing up.
- Against a person.
- Indecent or sexual assault or attempted assault.
- Hitting, pushing, shoving, spitting, or throwing objects at a person.