



Access and Equity Policy

Purpose

The Purpose of this Policy is to ensure there is consistent approach and application to the task of managing diversity within the operation of the College of Electrical Training (“CET”).

The Policy and its underpinning principles are set down to guide the formation of processes and the actions of staff in the operation of the CET.

The CET has put this Policy in place designed to recognise and manage diversity in its operation. This management includes delivery of specific outcomes which optimise opportunity for individuals to fulfil their aspiration regardless of age, culture, gender, location or whether they have a disability or are disadvantaged in some way.

The Policy guides the operation and daily activities of the CET staff by outlining procedures and processes which accommodate the needs of disadvantaged persons.

Of key importance is the following goal:

Policy Goal and Principles

The goal of managing diversity is to develop and sustain a process that implements practices and services responsive to the needs of a diverse and evolving community.

This goal is underpinned by the following principles, which represent the foundation of a process that is fair and responsive to clients and that allows them to exercise relevant choices in the training they receive. The managing diversity policy principles are:

1. Valuing Diversity

The CET recognises, responds to and affirms the diversity of persons applying to and attending the CET.

2. Access to and Effective Participation in Training

Clients of the CET, regardless of gender, culture, age, location, disability or disadvantage are able, with appropriate support and assistance, to choose to access services and opportunities to achieve their learning objectives. Impediments that inhibit access in areas such as selection, timetabling, marketing and student support are identified and progressively removed.

3. An Outcomes Focus on Performance

The CET demonstrates its commitment to achieving diversity outcomes by focusing on its performance as a Registered Training Organisation. This performance is demonstrated by the provision of products and services that enable people to effectively exercise their choice to participate in the training provided.

4. Responsiveness to Clients with Special Needs

Access and responsiveness are central concerns for all those involved in the provision of the CET programs and services. The CET invests in student-centred services, actively investigates and responds to student needs and preferences, and is flexible in its delivery of services and programs so that students have an opportunity to succeed irrespective of their gender, culture, age, location or whether they have a disability or disadvantage.

5. Report on Achievement

Reporting arrangements reflect an outcomes focus. There is a range of successful outcomes for individuals from a diverse student population. The CET ensures that individual students are able to achieve their best and that learners have effective access to programs that lead to recognised qualification and provide opportunities for lifelong learning.

6. Managing Diversity as a Corporate Responsibility

The CET management has a corporate responsibility to create and develop strategies and outcomes that are responsive to the needs of their diverse client and student base.

This responsibility is exercised through the incorporation of diversity outcomes and strategies in strategic, corporate and management functions of the CET.

All functions and processes put in place by the management of the CET will reflect the intentions of the Policy.

All new staff will be briefed on the contents of this policy and requested to adhere to its principles in the completion of their duties.