

# **THE GOWRIE (QLD) INC VOCATIONAL EDUCATION AND TRAINING PROGRAM**

## **ACCESS AND EQUITY POLICY**

### **CONTEXT**

The climate that is being set for Vocational Educational and Training in Australia is one of flexibility and choice for consumers. One of the aims of this is to make education and training relevant and accessible to people from diverse backgrounds. It is within this climate that The Gowrie (Qld) has entered into the Vocational Education and Training system with a view to providing quality programs for any students entering into children's services. This in turn may contribute to quality outcomes for children and families.

This policy is consistent with all other policies of the Gowrie (Qld). It is also consistent with Accredited Training Standards and State and Commonwealth equal opportunity and anti-discrimination legislation.

### **PURPOSE**

The Purpose of this Access and Equity Policy is to set a framework for maximising access and participation to vocational courses within The Gowrie (Qld) for all people wishing to work in children's services.

This policy applies to all students, teachers employers and administrators who are connected with vocational and educational programs at the Gowrie (Qld). It is based on the following principles and objectives:

### **PRINCIPLES**

1. Equity for all people through the fair allocation of resources and involvement in vocational education and training.
2. Equity of opportunity within The Gowrie (Qld) Vocational Education and Training Program for all people.
3. Access for all people to quality vocational education and training programs and services at the Gowrie (Qld).
4. Opportunities for people to participate in relevant decision-making programs and services at the Gowrie (Qld).

## **OBJECTIVES**

1. To incorporate access and equity principles and practices in key processes which affect the outcomes for students in the Gowrie (Qld) Vocational Education and Training Program.
2. To achieve equitable access to The Gowrie (Qld) Vocational Education and Training service and programs for all present and potential students.
3. To increase participation in relevant decision-making processes within The Gowrie (Qld) Vocational Education and Training Program for all people of under-represented groups.
4. To encourage positive outcomes for students of vocational education and training at The Gowrie (Qld) by developing processes that will enable them to participate successfully in these programs.
5. To develop quality support services which enhance students' chances to achieve positive outcomes.
6. To establish effective links with relevant agencies that represents minority groups. This should be done with a view to developing appropriate plans, policies and structures to enable these people to participate in vocational education and training and achieve appropriate outcomes.

## **IMPLEMENTATION**

This Access and Equity Policy will underpin and inform all practices of The Gowrie (Qld) Vocational Education and Training program. It should therefore be used and considered by all teaching staff, administrators, students and employers. The following rights and responsibilities apply to the implementation of the Access and Equity Policy.

### **Training Organisation**

#### ***Rights***

1. It is expected that students will discuss any specific requirements needed to assist them in their study and to actively participate in the process of problem solving how these requirements will be met.
2. Teaching staff have an expectation that each student's Workplace Practicum Mentor will endeavour to provide all necessary support to the student.

#### ***Responsibilities***

1. Teaching staff are expected to create a climate whereby the contributions of all students are valued and where learning is supported.
2. Teaching staff have responsibility to make reasonable adjustments for students with particular requirements.
3. When issues arise pertaining to the progress, of the student the organisation has a responsibility to communicate their concerns with the student and where applicable with the employer or practicum mentor.

## **Students**

### ***Rights***

1. Students have a right to expect that they will be treated with dignity and respect and that the educational environment will be inclusive.
2. Any student making a reasonable request for assistance can expect that this request will be responded to in a supportive manner.
3. Students have a right to have their views heard and considered when policies relating to them are being developed.

### ***Responsibilities***

1. Students have a responsibility to discuss with teaching staff any particular requirements that they may need in order to assist them in their study. They then have a responsibility to participate in the process of problem solving how these requirements will be met.
2. Once support requirements have been identified, students have the responsibility to accept and utilise this support.
3. Students have a responsibility to treat all other students and staff with fairness and respect

## **Workplace Practicum Mentors**

### ***Rights***

1. Workplace Practicum Mentors have a right to expect that students will discuss with them any support that they may require in order to participate successfully in the Workplace Practicum program.

### ***Responsibilities***

1. Workplace Practicum Mentors are to support students fulfilling their on-the-job assessment requirements and provide statements verifying the student's workplace performance.
2. Workplace Practicum Mentors are responsible for communicating with students and The Gowrie (QLD) any issues that may affect the student's progress in the course.

## **SUPPORT**

The Course Coordinator is available to students for confidential counselling and support. This person can provide assistance to students with study difficulties, interpersonal difficulties, grievances and any special educational needs that may prevent them from realising their full potential while participating in the vocational courses. Students will be referred to outside agencies if the problem is beyond the scope of the organisation.