Access and Equity Policy	
Relevant Standards SRTO 2015: 1.3 (b)(c) The National Code 2018: Part A (1)	**Linked Documents** Anti-discrimination and Bullying Policy Harassment Policy and Complaint Procedure
	Student Manual and Handbook Staff Manual and Handbook Student Complaint and Grievance Form

1. *Purpose*

The purpose of this policy is to ensure that people with differing needs and abilities have the same opportunities to successfully gain skills, knowledge and experience through education and training irrespective of their age, disability, color, race, gender, religion, sexuality, family responsibilities, or location. ST PETER INSTITUTE (SPI) staff, trainers and assessors adhere to the principles and practices of access and equity in the provision of education and training services.

2. *Scope*

This policy applies to all the current staff members and students at ST PETER INSTITUTE (SPI); and any person engaged under a contract for services.

3. *Definitions*

Access: refers to the ability to enter training regardless of racial, religious, cultural or language backgrounds orphysical attributes

Equity: Equity is about ensuring that all people have the supports that they need to access, participate, and achieve to the same level

Discrimination: Refers to unfair or less favorable treatment based on the following actual or assumed personal characteristics as defined under Commonwealth and State laws.

Harassment: Any unwelcome or uninvited acts or behaviours that may humiliate, intimidate, or offend a person including written, electronic, verbal, non-verbal or physical acts or behaviours.

Racial Vilification: Occurs where a person engages in conduct that incites hatred, serious contempt, revulsion orsevere ridicule against another person or group of people, because of their race or religious belief or activity.

4. *Legislative Context*

ST PETER INSTITUTE (SPI) acknowledges its obligation under various federal and local government acts and regulations including;

- National Vocational Education and Training Regulator Act 2011 (Cth)
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Human Rights and Equal Opportunity Commission Act 1986
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Commonwealth Racial Hatred Act 1995

- Commonwealth Equal Opportunity for Women in the Workplace Act 1999
- Commonwealth Age Discrimination Act 2004
- Equal Opportunity Act 1995
- Racial and Religious Tolerance Act 2001
- Charter of Human Rights and Responsibilities Act 2006

5. *Policy*

5.1　　　ST PETER INSTITUTE (SPI) supports and adheres to the following principles of Access an　　Equity

Access

Learning should be available to everyone who is entitled to them and should be free of any form of discrimination irrespective of a person's country of birth, language, culture, race or religion.

Equity

Training and learning resources should be developed and delivered based on fair treatment of clients who are eligible to receive them.

Communication

ST PETER INSTITUTE (SPI) will inform eligible clients of services and their entitlements and how they can obtain them. ST PETER INSTITUTE (SPI) will also consult with its clients regularly about the adequacy, design, and standard of its training programs.

Responsiveness

ST PETER INSTITUTE (SPI) will be sensitive to the needs and requirements of clients from diverse linguistic and cultural backgrounds and responsive as far as practicable to the particular circumstances of individuals.

Effectiveness

Training and learning programs and support services will be focused on meeting the needs of clients from all backgrounds.

Efficiency

ST PETER INSTITUTE (SPI) will optimise the use of available resources through a user-responsive approach for training and student service, which meets the needs of clients; and collect relevant data to enable it to continuously improve its programs and services.

Accountability

Through its senior management and relevant governance bodies, ST PETER INSTITUTE (SPI) will assume the responsibility of implementing the Access and Equity principles.

5.2　　　ST PETER INSTITUTE (SPI) will embed and support substantive equality in its policies and procedures, ensuring they do not directly or indirectly discriminate against any group in the community.

5.3　　　ST PETER INSTITUTE (SPI) will recognise and respond to the needs of diverse groups of learners by encouraging and implementing flexible and innovative styles of training delivery and assessment that address academic and non-academic barriers.

5.4　　　ST PETER INSTITUTE (SPI) will seek to enhance accessible learning and career pathways for people from diverse backgrounds through recognition of prior learning policy and processes that incorporate equity principles, and by developing flexible entry points and pathways in its learning programs.

5.5　　　ST PETER INSTITUTE (SPI) will ensure that the training environment is free from all forms of harassment,

discrimination, and racial vilification at all times and that all training and assessment staff understand their obligations and responsibilities regarding safety and wellbeing of all students.

5.6 ST PETER INSTITUTE (SPI) will provide access and equity information to all the new staff as part of its induction program and also include the information in the Staff Handbook.

5.7 Meeting Client Needs

- ST PETER INSTITUTE (SPI) shall ensure that it adequately facilitates equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity principles

- ST PETER INSTITUTE (SPI) will ensure that all the prospective students receive adequate information on their intended course of study, student services, learning environment, rights, responsibilities, resources and other relevant pre-departure information prior to enrolment.

- To address specific learning and/or development needs of the clients (e.g. LLN, Welfare), ST PETER INSTITUTE (SPI) will refer students to either internal or external support programs/agencies through it's student support services.

- Students will have timely access to their academic records including participation and progress.

- ST PETER INSTITUTE (SPI) will collect and analyse client feedback and satisfaction data through its scheduled surveys to ensure that its programs and services are effective in meeting its clients' needs and requirements.

6. *Responsibility*

The Campus Manager is responsible for effective implementation and management of this policy as well as provision of information on ways to resolve complaints of breaches of this policy.

The CEO has overall responsibility for the implementation and review of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer in person or by email to: ceo@spi.vic.edu.au