
Access and Equity Policy

Purpose:

Driver Skills International is committed to providing all students with equal opportunity to pursue their training and development. This policy and procedure is to be used by Driver Skills International 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 of Driver Skills International's policies and procedures and all training function activities.

Definitions:

Access and Equity principles include:

- Equity for all people through the fair and appropriate allocation of resources
- Equality of opportunity for all people without discrimination
- Access for all people to appropriate quality training and assessment services
- Increased opportunity for people to participate in training

Disadvantaged groups 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

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, because their status or personal characteristics, irrelevant to the situation (eg, sex, ethnic origin) are applied as a barrier.

- **Indirect discrimination**

Indirect discrimination is the outcome of rules, practices and decisions which treat people equally and therefore appear to be neutral; but which, in fact, perpetuate an initially unequal situation and therefore significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike but it is the very assumption of a likeness that constitutes the discrimination.

- **Systemic discrimination**

A system of discrimination perpetuated by rules, practices and decisions which are realised in actions that are discriminatory and disadvantage a group of people because of their status or characteristics and serve to advantage others of different status or characteristics. 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 and benefit to the same level.

Legislation includes

- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Commonwealth Racial Hatred Act 1995
- Age Discrimination Act 2004

Sexual harassment is defined by the Commonwealth Sexual Discrimination Act 1984 as when a person:

- makes an unwelcome sexual advance or an unwelcome request for sexual favours;
- engages in unwelcome conduct of a sexual nature, and a reasonable person would have anticipated that the person harassed would be offended, humiliated or intimidated.

POLICY

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 are 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 employment without regard to political affiliation, race, colour, religion, national origin, sex, marital status or physical disability.
3. A person with a disability may be excluded under this policy if the disability could cause occupational health and safety risks to the person and/or other students.
4. All trainers / assessors are responsible to observe and be advocates for the policy.
5. This policy will be widely disseminated in the organisation.
6. Driver Skills International policies and procedures will be monitored and reviewed to ensure that they recognise and incorporate the rights of individuals.

Language, Literacy and Numeracy

DSI recognises that all vocational training includes language, literacy and numeracy tasks and all DSI trainers and assessors provide:

- materials, resources and assessment tools and tasks that do not require Students to have language, literacy and numeracy skills of more complexity than those used in the workplace for the competencies being taught/assessed or prescribed by the training package or course level;
- clear models of the language/literacy/numeracy task;
- opportunities for repeated and supported practice; and
- opportunities for independent practice

Where some Students require additional practice and training, DSI provides opportunities for this support to occur.

DSI aims at all times to provide a positive and rewarding learning experience for all of its students. The enrolment form asks students to provide information regarding their LL&N requirements or any other special learning needs and a reading and comprehension exercise to ascertain suitability for enrolment into a course is offered. In the event of LL&N becoming an issue, the Administration Staff will contact the student to discuss their requirements.

Where language, literacy and numeracy competency is essential for course students, we have made every effort to ensure that students are adequately supported to enable them to complete their training. Some examples of the type of support that we can offer include:

Literacy

- Providing students only essential writing tasks,
- To avoid fatigue, use of group activities so that writing can be shared
- Providing examples and models of completed tasks,
- Ensuring that documents and forms are written and formatted in plain English,
- Using clear headings, highlighting certain key words or phrases and providing explanations of all technical terms used.

Language

- Presenting information in small chunks,
- Speaking clearly, concisely and not too quickly,
- Giving clear instructions in a logical sequence
- Providing ample practical examples
- Encouraging students to ask questions,
- Asking clarifying questions to ensure students understand.

Numeracy

- Asking students to identify in words, what the exact problem is and how they might solve it,

- Showing students how to do the calculations through step by step instructions and through examples of completed calculations,
- Helping students to work out what math's/calculations/ measurements are required to complete the task,
- Encouraging the use of calculators and demonstrating how to use these.