

## THE PRINCIPLES OF ACCESS AND EQUITY IN YALGA-BINBI INSTITUTE

### 1. Purpose

The purpose of this statement is to establish the Institute's policies and procedures for ensuring access and equity in its operations, in accordance with the principles set out in the Standards of the Australian Quality Training Framework.

### 2. Scope

The principles of access and equity that underlie this policy apply throughout the operations and management of the Institute, including to procedures in its operations and management that may not be specifically mentioned in this statement.

### 3. Principles

The principles of access and equity that underlie the operations and management of the Institute are expressed in the institutional *Code of Practice*:

- 3.1 The Institute is committed to the principles of access and equity in its provision of education and training opportunities and in its employment policies and practices.
- 3.2 In providing access to its education and training programs and in its employment policies and practices, Yalga-binbi Institute will not discriminate on the basis of race, colour, religion, disability, age, ethnic origin, gender, marital status, pregnancy, or family responsibilities other than in accordance with the provisions of Commonwealth and Queensland legislation, which recognizes the need for special priority to be given to Indigenous Australians in order to overcome the effects of discriminatory practices of the past.
- 3.3 In implementing principles of access and equity in all its operations, Yalga-binbi Institute will, within the limits of its resources and of resources that it may access, provide whatever support (whether tutorial, physical, advisory, or psychological) it can to assist students to have equitable access to the educational, training, and employment opportunities it provides. At the same time, it will not compromise fundamental principles of merit and the academic and training standards and learning outcomes specified for achievement in its courses and training programs.

### 4. Associated Policies

This statement summarises the principles of Access and Equity that operate in the Institute and should be read in conjunction with the following policies:

- *Code of Practice*;
- *Policy and Procedures for Recruitment, Selection and Appointment of Staff*;
- *Recruitment, Selection, Enrolment, and Orientation of Students*;
- *Procedures for Handling Grievances and Complaints*;
- *Management of Harassment Including Sexual Harassment - Policy and Procedures*;
- *Policy and Procedures for Assessment and Moderation*;
- *Advanced Standing and Exemption, Recognition of Prior Learning and Credit Transfer*;
- *Code of Conduct – Staff*;
- *Code of Conduct – Students*.

## 5. Indigenous Focus

Yalga-binbi Institute has been established to focus particularly on the education, training, and community development needs of Indigenous people and of those who work with Indigenous people in Indigenous communities and organizations. It is committed to enhancing education, training, and employment opportunities for Indigenous people, and therefore to providing whatever support may be necessary to enable them to undertake successfully education and training programs leading to recognized awards. It is also committed to taking account of Indigenous cultural values, obligations, and ceremonies in its modes of delivering its programs and in the support that it provides to its students. At the same time, it will not compromise fundamental principles of merit and the academic and training standards and learning outcomes specified for achievement in its courses and training programs.

## 6. Disability

**6.1** Disability discrimination for the purposes of this policy is the discrimination or less favourable treatment of an applicant for employment or admission or a student on the ground of a disability, in favour of a non-disabled student, in circumstances that are the same or which are not materially different.

**6.2** Yalga-binbi Institute will not discriminate against an applicant for employment on the grounds of a disability. Nor will it discriminate against students by refusing to accept the person's application for admission, or in the terms or conditions on which it is prepared to admit a person, or by denying or limiting the student's access to any benefit provided by the Institute on the grounds of a disability. It will, however, endeavour as far as possible to support all students who are eligible on the basis of the criteria for admission and selection set out in the statement *Recruitment, Selection, Enrolment, and Orientation of Students*, to undertake their courses. At the same time, it will not compromise fundamental principles of merit and the academic and training standards and learning outcomes specified for achievement in its courses and training programs.

**6.3** Yalga-binbi Institute supports the rights of people with disabilities to access, where reasonable, education and training services such as those which it provides. This policy recognises that, as a consequence of a disability, students may have a reduction in opportunity and equity and the Institute will endeavour to make reasonable adjustments to its operations and facilities so as to be inclusive of students with disabilities. Reasonable adjustments may include, but are not limited to, the following:

- a) A variety of modes of delivering programs (e.g. workshops, Distance Education teaching/ learning materials, and Recognition of Prior Learning);
- b) A variety of different assessment tasks which meet the requirements of the units of competency and other learning outcomes in its Training Packages and accredited courses;
- c) A range of support services are available (e.g. tutorial support, welfare and guidance services, and Language, Literacy and Numeracy Assessments);
- d) Identifying the particular assistance required by a student with a disability, and using the Institute's resources, or other resources that can be accessed, to enable the student to undertake their study or training program. This may mean adjustment to the physical facilities, special counselling, and linking the student with community support services such as to overcome problems of deafness or poor eyesight.
- e) In the case of a member of staff or a successful applicant for employment who has a disability, identifying the particular assistance required by that person, and using the Institute's resources or other resources that can be accessed to facilitate his/ her successful employment on staff.

## **7. General Education**

**7.1** The Institute recognises that certain academic competencies are required for success in specific areas of vocational training. However, it also recognises that adult students who are motivated to achieve personal goals or attain necessary qualifications can overcome disadvantages that they may bring from their previous education. Hence, in selecting applicants for admission to its courses, the Institute will consider each applicant individually and, if their potential and motivation are evident, arrange individual programs of general education, study skills, or other supportive tutoring that will enable them to progress through the course in which they wish to enrol.

**7.2** The policy and procedures for selecting students for admission and for supporting those who require support in literacy and numeracy are detailed in the statement *Recruitment, Selection, Enrolment, and Orientation of Students*, particularly Clauses 3 and 5.

## **8. Counselling and Welfare Services**

Counselling both on personal and social issues and on academic and training issues (including career planning) are available to students from staff of the Yalga-binbi Institute. At least one member of staff is a trained counsellor, and those students wishing to access counselling services may do so through contacting their Course Co-ordinator or the Institute's Training Co-ordinator.

## **9. Mode of Delivery**

The Institute utilises mixed modes and Distance Education modes for delivery of most of its courses and training packages. These modes do not require students to spend long periods on campus and away from their home base. They also allow students to undertake studies in their home communities and both gain credit for work being carried out in the workplace and apply what they learn in their program to their responsibilities in the workplace with minimal time delay.

These modes of delivery are also particularly appropriate to people who can not be away from home for long periods such as parents with family responsibilities, and people with ceremonial and other responsibilities in the life and culture of their community, who have to be able to organize their education and training around their community and ceremonial responsibilities.

## **10. Assessment**

Clauses 10 and 12.2 in the statement *Policy and Procedures for Assessment and Moderation* set out procedures to be followed to ensure that students are not unnecessarily disadvantaged in undertaking assessments.

## **11. Grievances**

Complaints by students or staff on the grounds of limiting access and equity can be made and will be dealt with under the policy *Procedures for Handling Grievances and Complaints*.