

# AUSTRALIAN COLLEGE OF APPLIED ANIMAL STUDIES

## Policy and Procedure – Access and Equity

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### Section 1 – POLICY

#### STATEMENT –

Australian College of Applied Animal studies endorses and abides by the relevant legislation in regard to the promotion of equal opportunity for all persons. This forms the basis for the recruitment, development, and promotion of all staff and in the selection and education of all students.

#### RELEVANT LEGISLATION

- AQTF standard 2
- VRQA Guideline 6- Child Safe Standards

ACAAS recognises that, as an education provider, its policies and practices will meet the requirements of equal opportunity and anti-discrimination legislation, in particular:

- [Age Discrimination Act 2004](#)
- [Disability Discrimination Act 1992](#)
- [Racial Discrimination Act 1975](#)
- [Sex Discrimination Act 1984](#).
- [Australian Human Rights Commission Act 1986](#)
- [Equal Opportunity Act 2010 \(Vic\)](#)
- [Racial and Religious Tolerance Act 2002 \(Vic\)](#)
- [Child Safety and Wellbeing Act 2005](#)

#### PROCEDURE

The Australian College of Applied Animal Studies has an unreserved commitment to the principle of access and equity in vocational educational and training that gives practical expression to the Australian National Training Authority goal of improving the knowledge skills, and quality of life for Australians, having regard for the particular needs of target groups.

In keeping with this commitment Australian College of Applied Animal Studies will strive to ensure that programs and services are relevant, assessable, fair and inclusive by:

- Promoting programs to the community in a manner that includes and reflects the diverse client base and ensures that all prospective students are well informed on the options available to meet their individual training needs.
- Ensuring all staff and students are provided the ability to express their culture and enjoy their cultural rights.
- Encouraging students from all walks of life to participate in animal care activities.
- Increasing the skills base of the community
- Undertaking continuous education to eliminate policies, practices, structures, assumptions and behaviours that may contribute to the disadvantages suffered by under-represented groups.
- Respecting the diverse needs of staff and students with disability, from culturally and linguistically diverse backgrounds, those who are unable to live at home, lesbian, gay, bisexual, transgender and intersex persons.
- Paying attention to the needs of Aboriginal children and young people and ensuring a culturally safe learning environment.
- Collecting data on customer satisfaction with service quality
- Consulting with the students and the community in order that a wide range of views are available for key planning and decision making processes.
- Ensuring staff are aware & Compliant with current updates to Legislation through continuous professional development and annual renewal processes.

### Section 3 – Supporting Documentation

Form	Location	Document Type
Enrolment Form	T2	Enrolment Form
Cert IV Pre Training review	T2	Pre-training review for Cert IV
Child Safe Document Register	G- H	Register with all ACAAS CSS documentation
Child Safe Standards Mapping and implementation	G-H	Mapping doc to CSS
Staff information and induction checklist	S2	Checklist for induction
Annual Staff checklist	S2	Annual staff renewal checklist
Anti Bullying and Racism Policy	P	Policy

### Section 4 – Governance

Person responsible for this policy	College director - ACAAS
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#### Version Control

Version number	Approval date	Approved by	Amendment
1	Jan 2010		
	Aug 2011		Review only
2	Sep 2013	Liz Hoffmann	Review Addition of Standard 2 from AQTF in “relevant legislation” Addition of Enrolment form to “Supporting documentation”
3	Sep 2014	Elise Chapman	Addition of staff Legislation Book – staffroom- to ensure staff are aware & maintain compliance with current legislation
4	March 2022	Elise Chapman	Review and changes to listed legislation, including addition of Child Safe Standards. Update to supporting documentation