

#### **Policy - Access and Equity**

CCAIE must ensure that in developing and delivering training and/or assessment that the product and service provided is able to be adapted to meet individual client needs yet remain compliant with the essential requirements for workplace performance specified in relevant accredited competency or outcomes.

#### **Procedure - Access and Equity**

In developing and delivering training and assessment, facilitators need to consider that best practice Adult Learning Principles recognise that:

- Adults have vast amounts of life and work experiences, which are a valuable resource.
- Adults expect to be treated with respect and respond to this in a positive way.
- Adults expect facilitators to know their subject and want to know more, but are inhibited about asking questions.
- Adults are anxious about their ability to fully understand information.
- Adults like group learning – especially if it is their first experience of formal learning since leaving school.

In addition, the “Research to Practice” model proposes that complex information be presented to participants in forms that can be used within the participant’s workplace – i.e. to change workplace practices. It is important to:

- Present complex information simply and clearly for the adoption of scientific concepts, ideas and research.
- Provide an environment where adult learners feel comfortable to relate their experiences, problems, practices.
- Provide a target group with correct, up to date information for learners to have the confidence to gain new skills.

#### **Policy - Equal Opportunity**

CCAIE is committed to provide a learning, working and social environment where the rights and dignity of members are respected, and is free from discrimination, prejudice, intimidation and all forms of harassment including bullying.

#### **Procedure - Equal Opportunity**

No student or employee will be discriminated on the basis of sex, sexual orientation, race, colour, ethnic origin, nationality (within current legislation) disability, marital status, caring or parental responsibilities, age, or beliefs on matters such as religion and politics.

In education and assessment of students and recruitment, selection, training, appraisal, development and promotion of staff, the only consideration must be that the individual meets, or is likely to meet, the specific requirements of the programme, course or position.

#### **Action taken to stop prejudice:**

- Establish an action plan for complaints
- Provide parental leave
- Establish a Welfare Officer
- Improve physical access to CCAIE for disabled clients/staff
- Establish guidelines on combating racial and sexual harassment
- Establish guidelines on student selection

#### **Evaluation**

This policy will be reviewed bi-annually.