

Access, Equity and Client Selection Policy

PURPOSE

This policy provides direction & guidelines for the selection and induction of students for funded Vocational and Pre-vocational courses.

PERSONS AFFECTED BY THIS POLICY

Manager, Finance & Administration, Managers, staff & participating students.

ACCESS, EQUITY AND CLIENT SELECTION

Every client who meets the entry requirements as prescribed by the appropriate Training Package and or 'Key Selection Criteria' will be accepted into any training/assessment program.

The Harness Racing Training Centre endorses the national equity strategy by incorporating the principles of equity into all programs.

The Harness Racing Training Centre staff has been instructed in their responsibilities with regards to Access and Equity principles.

Clients have equitable access to all programs irrespective of their gender, culture, linguistic background, race, location, socio-economic background or disability.

Some programs may have a limited number of vacancies and these will be filled in a chronological order upon completion of enrolment interview.

Admission procedures will therefore be free of discrimination, and if an individual does not meet entry requirements, all attempts are made to assist them to identify alternative courses of action.

APPLICANTS WITH SPECIAL NEEDS

The Harness Racing Training Centre is committed to assisting those with special needs.

This may include persons with disabilities, mature age adults, long-term unemployed adults, adults with low self-esteem / confidence, adults requiring literacy / numeracy assistance, single parents, etc.

PROCEDURE

Compulsory Interview - all students wishing to participate in a government-funded course are required to attend a compulsory interview, where selection for the course can be determined.

Allowance will be made in the case of students who cannot attend for legitimate reasons.

Students in this category are to supply a copy of their personal resume & be available for a telephone interview.

KEY SELECTION CRITERIA

KEY SELECTION CRITERIA - VOCATIONAL & PRE-VOCATIONAL*

* May include but not restricted to:

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|--------------------------------|--------------------------------------|
| √ motivation & enthusiasm | √ industry knowledge |
| √ technical skills | √ work / education history |
| √ experience | √ personality - style / presentation |
| √ communication style / skills | √ speech |
| √ interests | √ education standard |
| √ training needed | √ appearance |

MUTUAL RECOGNITION AND RPL / RCC

The Harness Racing Training Centre recognises the assessment decisions of, and Statements of Attainment and Qualifications issued by any other RTOs.

Every client is informed of the Recognition process prior to commencing a program of study.

Applicants for Recognition of Prior Learning will submit an RPL Application form available from their trainer/assessor or department managers.

Recognition of Prior Learning can also include the opportunity for Credit Transfer for previous study. Credit Transfer may only be accepted by evidence of currency in the study area. Suitable evidence may be either original or certified copies of statements of attainment and/or other relevant documents.

ENROLMENT, INDUCTION AND ORIENTATION

Client Inquiry procedures: In these procedures the requirements of the client are adequately defined and documented. These include any special requirements for access, diet, seating (etc) to meet the needs of individuals.

Clients may have copies of program details prior to the program beginning and will have been issued with a Student Induction Package and informed of its contents.

This procedure is designed to ensure that every aspect of the training/assessment process is 'transparent' to the client. It also ensures that every client has the opportunity to negotiate arrangements for the program to best meet his or her needs.

The Harness Racing Training Centre conducts an enrolment, induction and orientation program for all clients. This program reviews the Student Induction Package and also includes the completion of an Enrolment form and any specific needs of the individual client with regard to:

- Language, Literacy and Numeracy support;
- Venue Safety and facility arrangements;
- Relevant legislative requirements and accessibility;
- Review of the training and assessment program and flexible learning and assessment;
- Client support, welfare and guidance services arrangements;
- Appeals, Complaints and Grievance procedures;
- Disciplinary procedures; and
- Recognition arrangements and Credit Transfer.

DETERMINING LEARNING NEEDS

The Harness Racing Training Centre has in place a procedure for identifying the learning needs of a diverse group of clients in order to plan and implement appropriate learning strategies. This procedure may involve the completion of a Learning Style Inventory prior to commencement of the program of study. This inventory indicates the client's preferred learning style and allows the selection of appropriate learning and assessment strategies.

Language, Literacy and Numeracy support service options will be discussed individually with each client when the need is determined from the diagnosis or anytime at the request of a client.

Learning Styles Modality Preference Inventory

Read each statement and select the appropriate number response as it applies to you.

Often (3)	Sometimes (2)	Seldom/Never (1)
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Visual Modality

- I remember information better if I write it down.
- Looking at the person helps keep me focused.
- I need a quiet place to get my work done.
- When I take a test, I can see the textbook page in my head.
- I need to write down directions, not just take them verbally.
- Music or background noise distracts my attention from the task at hand.
- I don't always get the meaning of a joke.
- I doodle and draw pictures on the margins of my notebook pages.
- I have trouble following lectures.
- I react very strongly to colours.
- Total**

Auditory Modality

- My papers and notebooks always seem messy.
- When I read, I need to use my index finger to track my place on the line.
- I do not follow written directions well.
- If I hear something, I will remember it.
- Writing has always been difficult for me.
- I often misread words from the text-(i.e., "them" for "then").
- I would rather listen and learn than read and learn.
- I'm not very good at interpreting an individual's body language.
- Pages with small print or poor quality copies are difficult for me to read.
- My eyes tire quickly, even though my vision check-up is always fine.
- Total**

Kinesthetic/Tactile Modality

- I start a project before reading the directions.
- I hate to sit at a desk for long periods of time.
- I prefer first to see something done and then to do it myself.
- I use the trial and error approach to problem-solving.
- I like to read my textbook while riding an exercise bike.
- I take frequent study breaks.
- I have a difficult time giving step-by-step instructions.
- I enjoy sports and do well at several different types of sports.
- I use my hands when describing things.
- I have to rewrite or type my class notes to reinforce the material.
- Total**

Total the score for each section. A score of 21 points or more in a modality indicates a strength in that area. The highest of the 3 scores indicates the most efficient method of information intake. The second highest score indicates the modality which boosts the primary strength. For example, a score of 23 in the visual modality indicates a strong visual learner. Such a learner benefits from the text, from filmstrips, charts, graphs, etc. If the second highest score is auditory, then the individual would benefit from audio tapes, lectures, etc. If you are strong kinesthetically, then taking notes and rewriting class notes will reinforce information.