PURPOSE
The purpose of this procedure is to ensure that MADEC implements policies and approaches aimed at ensuring that education and training is responsive to the individual needs of students and clients that may present a barrier to access, participation and the achievement of suitable outcomes and to ensure compliance with the Standards for Registered Training Organisations. In particular, MADEC aims to:

- Incorporate access and equity principles and practices in key processes that affect the outcomes for students;
- Achieve equitable access for all current and potential students regardless of age, disability, race, socio-economic status, gender, language, literacy or numeracy skills, ethnicity, geographic isolation, sexuality, work commitments and family responsibilities;
- Increase the participation of people who are under-presented in vocational education, training;
- Encourage positive outcomes for students by giving them enabling skills to participate successfully in their training; and
- Develop quality support services that enhance clients and students chances to achieve positive outcomes

SCOPE
This procedure applies to all staff, students and stakeholders associated with the delivery and assessment of education and training.

RESPONSIBILITIES
The Community College Manager and SA Training and Education Manager have overall responsibility for ensuring compliance with this procedure.

It is the responsibility of all trainers to comply with the requirements of this procedure.

PROCEDURE
MADEC will ensure that:

A student’s special needs will be identified at the application phase by the Trainer & Assessor and prospective student undertaking the Pre Training Review interview. This assessment may extend into the initial stages of training for more accuracy.

The Trainer & Assessor must through the Pre Training Review process and any other stages of training identify any support requirements and accommodate the special needs of students enrolled in the training program.

All identified access and equity needs and adjustments need to be recorded on the student Education Support Plan. The Education Support Plan must be monitored during the students training period and kept on the students file.
Access and Equity Procedure

Should the special needs of students enrolled in the training program be outside of the scope of MADEC’s support capability; students will be referred to an appropriate third party support service.

If a person with a disability and/or LLN needs meets the course criteria, the trainer will make changes or ‘reasonable adjustments’ if necessary for that person to successfully complete their study.

Reasonable adjustment may include but is not limited to:

- Modifying or providing equipment (e.g. lowering benches, enlarging computer screens etc.)
- Changing assessment procedures (e.g. oral examination methods as an alternative); and/or
- Change course delivery (e.g. providing study notes / research materials in different formats).

A Disability Action Plan is maintained which provides a clear plan for the implementation and monitoring of initiatives that are considered to be priorities for ensuring that access for students is equitable regardless of any disability or impairment they may have. If support attracts an additional cost to the learner, this will be made clear during the Pre-Training Review phase or when additional supports are identified.

This procedure acknowledges MADEC’s legal obligations under State and Federal legislation to ensure that our working and training practices are fair and equitable, and our working and learning environment is non-discriminatory.

Custodian: Manager Community College

7 –REFERENCES

Standards for Registered Training Organisation
Age Discrimination Act
Disability Discrimination Act
Equal Opportunity Act
Racial Discrimination Act
Sex Discrimination Act