PURPOSE

The purpose of this procedure is to ensure that all MADEC students have the opportunity to successfully participate fully in learning and skills development through education and training by adhering to the principles of access and equity and to ensure compliance with the Standards for NVR 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 disability, race, socio-economic status, gender, language, ethnicity geographic isolation, sexuality, work commitments and family responsibilities;
- Increase the participation of people who are under-presented in vocational education, training;
- Increase participation in decision-making processes by people from under-represented groups;
- 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:

- Non-discriminatory student selection procedures that encourage fair access for members of under-represented groups are established and implemented;
- Access and equity issues must be considered during training program development, delivery and assessment as outlined in the Assessment Procedure and Validation and Moderation Procedure;
Access and Equity Procedure

- That student special needs are identified and actioned prior to or upon commencement of a training course as outlined in the Pre Enrolment Review Procedure.

- Access to staff development to assist educators who deliver courses to under-represented groups must be provided.

A student’s special needs will be identified at the pre enrolment stage by the trainer undertaking the Pre Training Review.

This assessment may extend into the initial stages of training for more accuracy.

The trainer must through the Pre Training Review process and initial 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.

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 educational premises (e.g. ramps, toilets, access to classrooms etc.);
- 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).

In addition to this procedure a Disability Action Plan will be maintained to provide a clear plan for the implementation of initiatives that are considered to be priorities for ensuring that students attending, or wishing to attend MADEC are able to do so on an equitable basis regardless of any disability or impairment they may have.

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 NVR Registered Training Organisation
Age Discrimination Act
Disability Discrimination Act
Equal Opportunity Act
Racial Discrimination Act
Sex Discrimination Act