

Access and Equity Procedure

PURPOSE

The purpose of this procedure is to ensure that MADEC Australia (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
- Develop quality support services that enhance client and student chances to achieve positive outcomes
- Ensure that no incentives to undertake training subsidised through the Skills First Program, are paid, provided or offered, either directly or indirectly, whether to any prospective student or to any other person (such as an employer or social organisation); and
- Ensure that if MADEC remove or cease to deliver units/course/qualification on Scope of Registration or if directed by the Department a smooth transfer of student to another Training Organisation will occur.

SCOPE

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

RESPONSIBILITIES

The Director - Training Services has 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 and 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 and Assessor must, through the Pre-Training Review process and at 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 or Learning Support Plan. The Education or Learning Support Plan must be monitored during the students training period and kept on the students' file.

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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 need 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 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.

Incentives including:

a) financial incentives; and/or

b) non-financial incentives, including in the form of goods, services or rewards,

will not be offered to any student or to any other person (such as an employer or social organisation).

In the event that MADEC remove or cease to deliver units/course/qualification on Scope of Registration or if directed by the Department to do so, a smooth transfer of student to another Training Organisation will occur. The Director - Training Services will identify eligible individuals to whom transfer will affect, source available training providers, assist in transfer and refund fees if directed by the Department.

Custodian: Director - Training Services.

7 –REFERENCES

Standards for Registered Training Organisation

Age Discrimination Act

Disability Discrimination Act

Equal Opportunity Act

Racial Discrimination Act

Sex Discrimination Act

Standard VET Funding Contract – Skills First Program