



## Access, Equity and Fair Treatment Policy and Procedure

MCOHB will strive to meet the needs of individuals and the community as a whole through fair treatment and the integration of access and equity guidelines. Current principles of social justice, including the Disability Standards for Education 2005, will be appropriately addressed in all aspects of its operations. These operational areas include enrolment, participation, curriculum development, training delivery and assessment, student support services, and include elimination of harassment and victimisation.

We will ensure that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination. We will endeavour to provide opportunities for under-represented groups to participate in the vocational education and training system. This will be done through such means as the implementation of customer-oriented programmes targeting the specific needs of market segments, and ensuring that the opportunities and benefits of Commonwealth assistance are made equally available to all eligible students.

MCOHB is committed to providing a fair environment for all students, with due consideration to the context of the circumstances applicable to that individual.

We will develop quality support services that enhance individuals' chances to achieve positive outcomes.

### Procedures will:

1. ensure the establishment of non-discriminatory student selection procedures which uphold the principle that all applicants seeking to enroll are treated fairly and equitably and also encourage fair access for members of under-represented groups (such as people with a disability, Aboriginal and Torres Strait Islander people, people with a non-English speaking background, Australian South Sea Islanders, people with language, literacy and numeracy difficulties, and older people);
2. ensure that the College has open, fair and transparent procedures for making decisions about the selection of students, which are based on the published clearly-defined entry requirements, and that students are selected on merit, based on those requirements and on an individual case to case basis.
3. ensure access and equity issues are considered during development of training and assessment strategies; attention will be given to provision of a mix of appropriate instructional and assessment modes, support provided for students with special needs, and reasonable adjustment will be available;
4. provide access to staff development to assist facilitators who deliver training to under-represented groups; and
5. provide access to staff development to assist assessors meet the needs of a diverse range of clients.