

# Access and Equity Policy and Procedure

## Policy

1. This policy supports Standards 2.4 and 2.5 of the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (“Outcome Standards”).
2. This policy also supports the following legislation that underpins all matters related to access and equity at the College:
  - Age Discrimination Act 2004
  - Disability Discrimination Act 1992
  - Racial Discrimination Act 1975
  - Sex Discrimination Act 1984
3. The college has a zero-tolerance policy on bullying, discrimination, and racism including anti-semitism.
4. The learning environment promotes and supports the diversity of students.
5. The College ensures that:
  - it fosters a safe and inclusive learning environment for students; and
  - it fosters a culturally safe learning environment for First Nations people.
6. The College ensures that reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.
7. The College ensures that:
  - a. VET students are supported to disclose their disability, if the VET student wishes to do so;
  - b. reasonable adjustments are made for VET students with disability where appropriate; and
  - c. where reasonable adjustments are not appropriate or possible, the reasons why are communicated to the VET student as soon as reasonably practicable.
8. This policy is designed to remove barriers and obstacles so that all students have the opportunity to gain skills, knowledge and experience through access to Vocational Education and Training (VET) and ELICOS programs. Access and Equity guidelines will be implemented through the following strategies:
  - Access to VET and ELICOS programs is available to all eligible learners regardless of gender or race.
  - All learners will be provided with the opportunity to gain a full VET qualification or ELICOS certificate and transcript.
  - Where poor literacy and/or numeracy skills present a barrier to participation, additional support will be provided to the learners within the capacity of the College's resources to provide such support and/or external assistance will be accessed as required.
9. The College actively encourages the participation of learners from traditionally disadvantaged groups and specifically offers assistance to those most disadvantaged.
10. Provides culturally inclusive language, literacy, numeracy, and digital literacy (LLND) counselling and assistance that assists learners in meeting personal training goals.
11. The College conducts learner selection for training opportunities in a manner that includes and reflects the diverse client population. The College actively encourages the participation of a cross section of the community. This is achieved through encouraging access for all members of the community.
12. The College’s staff/trainers will assess literacy, language, numeracy, and digital literacy concerns. When indicated, the Director of Studies/ ELICOS Coordinator will make available to the trainers such materials or training processes to assist with learning.
13. If students require support for any reason whilst enrolled with the College, students are encouraged to contact the College directly. The College will endeavour to assist the students to our

best capacity, or where appropriate, direct the students to a suitable professional agency. This service is of no charge. (Support can include interpreters, trauma, disability, harassment, or welfare/wellbeing support assistance, or any other services that the College considers necessary to support learners to achieve competency)

14. Training services are delivered in a non-discriminatory, open and respectful manner.
15. The College aims to ensure that access to employment is available, regardless of gender, socioeconomic background, disability, ethnic origin, age or race.
16. The College ensures that staff are appropriately skilled in access and equity issues, including cultural awareness and sensitivity to the requirements of learners with special needs.
17. The College is accountable for its performance in adhering to the principles of this policy, and welcomes feedback as part of its continuous improvement system.
18. Staff and students are required to comply with access and equity requirements at all times.
19. If you have any suggestions as to how the College can improve the performance with respect to access and equity, or if you would like further information on anything included in this policy, please contact the CEO in writing.
20. This policy applies to the College students and staff.
21. The CEO is responsible for the implementation of the policy and procedures and to ensure that staff and students are aware of its application and implement its requirements.

## Procedure

Strategy	Responsibility	Measure
Include questions in all application forms that requests learners to provide details of their background	Chief Executive Officer/ a delegate	All application forms are assessed for inclusion of appropriate questions
Relevant policies, procedures, and contact information are to be made available to the general public through the College's website	Chief Executive Officer/ a delegate	Ongoing
Staff, students, and other stakeholders are encouraged to report bullying, discrimination, and racism including anti-semitism and raise any access and equity issues by sending an email to: <a href="mailto:info@melbournecitycollege.edu.au">info@melbournecitycollege.edu.au</a>	Chief Executive Officer/ a delegate	Ongoing
Safely and inclusively respond to incidents of bullying, discrimination, and racism including anti-semitism	Chief Executive Officer/ a delegate	Ongoing
Any access and equity issues raised by the staff, students, and other stakeholders are to be addressed immediately to ensure it does not affect the enrolment and training of potential learners	Chief Executive Officer/ a delegate	Ongoing
Trainers to assess learners for any LLND concerns in the first week of classes	Trainer	Ongoing

Strategy	Responsibility	Measure
Allow for flexibility (when appropriate) for extensions of time to lodge application forms, assessment tasks and other related forms, in particular for members of identified groups, in order to cater to those with different social and cultural backgrounds	Chief Executive Officer/ Director of Studies/ ELICOS Coordinator/ Trainers	Ongoing

The following are definitions of racism and vilification regarding race and religion, including antisemitism and examples of forms of racism.

According to the Australian Human Rights Commission, "Racism happens when a person or organisation uses their power to:

- discriminate
- oppress
- or limit

the rights of others because of their race."

According to the Victorian Equal Opportunity and Human Rights Commission, race or religion vilification is "behaviour that "incites hatred, serious contempt, revulsion or severe ridicule" for a person or group of people, because of their race or religion."

The following is an example of racial or religious vilification:

- Mr. JB is a Jew and complains that a social networking site publishes offensive material that encourages people to hate Jewish people and to attack Jewish people who go to synagogues. The site may contain racial or religious vilification such as anti-semitism.

The following are some examples of forms of racism:

- Refusing a job, failing to promote, or providing fewer opportunities to people based on their background.
- Mocking traditional clothes, food, or religious practices.
- Using racial slurs or mocking accents.