

TRPP001 - Access and Equity policy

General

This policy's intent is to provide overall guidance to meet the requirements stipulated in clauses 8.5, 1.3(b) and 1.8 of the Standards for RTOs 2015 as well as the relevant sections of the Commonwealth Government's Disability Discrimination Act 1992 and the Disability Standards for Education 2005 (DSE).

Mount Pleasant College (MPC) is committed to principles of access and equity for all persons in relation to all of its functions and facilities, including enrolment in courses as well as the specific processes of training and assessment.

Policy content

Access:

For the purposes of this policy, "Access" refers to entry into a course as well as the use of all College facilities and equipment. The courses offered by MPC are open to suitably qualified prospective learners regardless of gender, social position, age, physical disability, racial, ethnic, cultural, or religious background.

Prospective learners will not be refused admission based on disability. Where the prospective learner has a disability that may affect participation or would preclude employment in the industry to which the training relates, or prevents assessment for qualification purposes, the prospective learner will be so advised during the enrolment enquiry or subsequent interview process.

Equity:

For the purposes of this policy, "Equity" is defined as the entitlement of all learners to receive fair treatment during training, study, and assessment. Fair treatment precludes prejudice or discrimination on gender, social position, age, physical and/or mental disability, ethnic, cultural, or religious grounds.

Learners with disabilities or special needs are entitled to "reasonable adjustment" or allowances that are necessary for a fair chance of successfully completing their studies. Equitable treatment does not mean that all learners are treated the same.

Reasonable adjustment refers to any modification made to the learning environment, training delivery or assessment method to help learners with disability or ongoing ill health to access and participate in education and training on the same basis as those without disability or ongoing ill health.

This includes:

- Ensuring that course activities are sufficiently flexible;
- Providing additional support where necessary; and
- Offering a reasonable substitute within the context of the course where a learner cannot participate

In assessing whether a particular adjustment for a learner is reasonable, relevant circumstances and interests need to be considered including the:

- a) Learner's disability or ongoing ill health;
- b) Views of the learner or the learner's associate (parent, guardian, support worker, carer or education assistant);
- c) Effect of the adjustment on the learner, including the effect on the learner's ability to achieve the learning outcomes, ability to participate in the courses or programs and independence;
- d) Effect the proposed adjustment on anyone else affected, included the education provider, staff and other learners; and
- e) Costs and benefit of making the adjustments

The adjustments and allowances should not:

1. Give a learner with disability or ongoing ill health an advantage over other learners;
2. Compromise the programme requirements;
3. Change course standards or outcomes;
4. Guarantee success;
5. Incur unfair costs to the learner to participate in the programme;
6. Impose an unreasonable burden upon MPC or its trainers and assessors.

Learners will not be given an adjustment or allowance if it is apparent that said adjustment(s), will make no significant difference to the assessment outcome. For example:


- An adjustment or allowance provides little benefit for the learner, or
- A lack of adjustment or allowance provides little detriment for the learner.

If the learner cannot perform the program requirements with allowable adjustments, the result "not yet competent" will be given.

Access and equity in meeting learner needs

The Standards for RTOs 2015 identify and respond to learners needs, typically through the provision of educational and support services. These needs may arise from a person's age, gender, remote location, cultural or ethnic background, disability, sexuality, language skills or literacy and numeracy level.

Prospective learners are given the opportunity when registering for a course to advise the College of any special or learner needs they may have which may need to be taken into account throughout the course of the training program. Prospective learners are invited to indicate any such needs in the appropriate place on the application and enrolment forms. Gathering of information will also be part of the prospective learner interview process. All relevant information gathered from the learner, parents and schools (if applicable) will be considered in putting together Learner Support Plans (LSPs) for learners with disabilities/learning or special needs. Trainer(s) will be advised of the special needs and LSPs which will instruct their support to the learners.

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Signature		
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