

126 Access & Equity Policy

Purpose

1. Community College Gippsland and ECG Secondary College (to be known as CCG for the purpose of this policy) is committed to the principles of access and equity and the Australian democratic principles to ensure that its practices are as inclusive as possible and will not unreasonably prevent anyone from accessing its services or participating in learning.
2. This policy and any related policies are designed to ensure that programs and services at CCG:
 - a. are accessible to all eligible community members free of discrimination on the basis of a person's country of birth, language, culture, race, religion, political affiliation, age, gender, ability or disability or sexual orientation
 - b. are responsive to community needs and individual circumstances and use public resources efficiently to deliver outcomes which are fair and equitable to those eligible to receive them
 - c. are effective and meet the needs of clients and students from all backgrounds.
 - d. actively promote equitable opportunities by creating an environment that is inclusive and equitable regardless of country of birth, language, culture, race, religion, political affiliation, gender, age, ability or disability or sexual orientation.

Policy

3. CCG has an unreserved commitment to the principles of access and equity and the Australian democratic principles in its delivery of training and assessment services. In keeping with this commitment CCG will ensure that programs and services are relevant, accessible, fair and inclusive by:
 - a. Liaising with relevant community groups to understand learning and employment needs.
 - b. Establishing programs specifically for groups or individuals who experience disadvantage thus providing courses or activities which focus on particular learning styles or cultural needs. E.G. Learner centred.
 - c. Provide professional development for staff to increase awareness of access and equity issues and learning needs of particular groups.
 - d. Ensure our buildings and facilities are physically accessible for all.
 - e. Provide information and encouragement to students and pathways for further learning.
 - f. Liaise with relevant groups to seek support for students with a disability, who require extra individual assistance in a class setting.
 - g. Collect data on student satisfaction with service quality.

Scope

4. All CCG staff and management.

Procedure

5. CCG will apply easily defined and tangible rules in support of access and equity, namely;

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Revision no.:	4	Revision date:	Apr-2024	Next revision:	Apr-2027 or as required

- a. All staff are to be given fair and reasonable opportunity to participate in relevant decision making processes and the allocation of resources and services as required to fulfil their duties and responsibilities.
- b. All students are to be given fair and reasonable opportunity to attend and complete training.
6. Details concerning the scope of this CCG Access and Equity Policy are identified within handbooks (Staff, Student, and Trainer) that are available in hard copy and from the CCG Website.

Legislation

- Charter of Human Rights & Responsibilities Act 2006
- Disability Act 2006
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Education and Training Reform Act 2006
- Equal Opportunity Act 2010
- Privacy Act 1988
- Privacy and Data Protection Act 2014 (Vic)
- Protected Disclosure Act 2012.
- Racial and Religious Tolerance Act 2001
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Standards for Registered Training Organisations (RTOs) 2015
- The Charter of Public Service in a culturally diverse society
- Fair Work (Registered Organisations) Act 2009
- Child Safe Standards — Commission for Children and Young People
- Crimes Act 1958 (Vic) — Section 327
- Crimes Amendment (Protection of Children) Act 2014
- Education and Training Reform Regulations — Schedule 7, Item 4

Forms

Nil

Relationships

- 112 Legislative Compliance Policy
- 411 Bullying, Harassment, and Discrimination Policy
- 103 Complaints & Appeals Policy
- 300 Occupational Health & Safety Policy
- 135 Child Safety and Wellbeing Policy
- 135-1 Child Safety and Wellbeing Management Procedure
- 135-2 Child Safe Reporting and Complaints Procedures

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