



COM001 Access and Equity

Version Control Procedure			
Date	Type of Change	Details	By Who
06/03/2019	Minor	Review	Business Manager

**Purpose**

This procedure exists to ensure that everyone has the opportunity to successfully gain skills, knowledge and experience through education and training.

ACFB aims to:

- Incorporate access and equity principles and practices in key processes that affect the outcomes for students in the vocational education and training system.
- Achieve equitable access for all current and potential students and clients to vocational education and training services and programs.
- Provide equal opportunity and promoting inclusive practices and processes for all students and clients within the limits of its resources
- integrate the principles of access and equity in its policies and procedures for students and clients.
- Increase the participation of people who are under-presented in vocational education, training and employment services and programs.
- Increase participation in decision-making processes by people from under-represented groups.
- Encourage positive outcomes for students and clients of the vocational education and training system by giving them enabling skills to participate successfully in vocational education and training services and programs.
- Develop quality support services that enhance clients and students chances to achieve positive outcomes.

**Scope**

All clients and staff.

**Responsibility**

All ACFB Staff

**Process**

ACFB will ensure that:

- Non-discriminatory client and staff selection procedures that encourage fair access for members of under-represented groups are established and implemented.
- The student recruitment and admission process is bias-free and non-discriminatory. Admission to courses and programs is based solely on the applicant meeting published entry criteria and the availability of places.
- Students with identified needs are consulted with in relation to their study requirements and support prior to and throughout their enrolment.
- The curriculum and course design is flexible and is inclusive of a range of student needs and avoids non-inclusive and discriminatory language and examples.



- Access and equity issues are considered and incorporated during training program development, delivery and assessment.
- Access to staff development to assist staffs who deliver training to under-represented groups is provided.

ACFB does not discriminate against people on the basis of age, race, colour, religion, ancestry, national origin, age, gender, sexual orientation, marital status, veteran status or physical or intellectual disability in the recruitment of students or the implementation of its policies, procedures and activities.

ACFB is committed to a policy of providing a work and study environment free from harassment and discrimination of any kind. Staff and students are required to adhere to a standard of conduct that is respectful of all persons within the ACFB environment. ACFB will not tolerate any form of harassment or reprisal. Please refer to the code of conduct outlined in the Student Handbook.

ACFB is committed to promoting and implementing the principles of:

- Disability Discrimination Act (1992) (Cth);
- Disability Standards for Education (2005) (Cth);
- Age Discrimination Act (2004) (Cth);
- Sex Discrimination Act (1984) (Cth);
- Anti-Discrimination Act (1977);
- Fair Work Act (2009) (Cth); and
- Disability Services Act (1993).

#### **Related Documents**

Pre-enrolment information

Staff & Student Handbook

[Vet Quality Framework](#)