

## 1. Policy Purpose

- 1.1. DNA Kingston Training 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.
- 1.2. 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.
- 1.3. DNA Kingston Training is committed to providing a fair environment for all students, with due consideration to the context of the circumstances applicable to that individual.

**Our college develops quality support services that enhance individuals' chances to achieve positive outcomes.**

## 2. Procedure

- 2.1. Ensure the establishment of non-discriminatory student selection procedures which uphold the principle that all applicants seeking to enrol are treated fairly and equitably and also encourage fair access for members of under-represented groups (such as people with a from different cultures, 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).
- 2.2. Ensure that the organisation 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 by case basis. This includes students who are, or would be, entitled to VET Student Loans assistance.
- 2.3. Ensure all potential students who are eligible for funding under government loan schemes or programmes, such as VET Student Loans, are advised of this at the time of application for entry. Applicants will neither be advantaged nor disadvantaged by their eligibility for any loan scheme or programme.
- 2.4. 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.

- 2.5. Provide access to staff development to assist staffs who deliver training to underrepresented groups.
- 2.6. Provide access to staff development to assist assessors meet the needs of a diverse range of clients.
- 2.7. Information on the selection of students is found within the *Admission Policy and Procedure*

## 3. Specific principles

- 3.1. DNA Kingston is totally committed to equity principles and processes, ensuring access to equal opportunity.
  - 3.1.1. Avoid utilising stereo types in written, visual or spoken word.
  - 3.1.2. Dentist will not be portrayed as old, young, women or men.
  - 3.1.3. Teaching aids will include all ages, women men and children.
  - 3.1.4. Clients/patients will be viewed in all ages, women, men, children and in all capacities.
  - 3.1.5. Learners will be viewed as all ages, women or men. They are seen as a person with skills and knowledge.
  - 3.1.6. Marketing efforts will be designed to attract applications from all groups within the community including disadvantaged, time workers, unemployed people from non-English speaking backgrounds, Aboriginal people and people with a disability.
  - 3.1.7. Learning services will cater to the needs of the disadvantaged community groups embracing - career paths, employment opportunities, (may be limited) language bridging courses, religious and ethnic protocol appropriate facilities for wheelchairs (accessibility to all areas) appropriate facilities for both men and women. Show Aboriginal support services available.
  - 3.1.8. All participants will be confident that the selection criteria will be fair. No bias regarding ethnic background, religion, gender, age, disability, unemployed or Aboriginality.
  - 3.1.9. All participants will be confident that the learning process will be fair.
  - 3.1.10. All potential applicants will be confident that provision for adequate support for every learner will be available.
  - 3.1.11. The course will be Regionally and Metro based, preventing
  - 3.1.12. 80 to 90% of the people moving away from the regional area to train in Perth.
  - 3.1.13. As a training provider in a regional area we will be prepared to be mobile in our training approach.
  - 3.1.14. The course adapted locally enables career paths in regional areas to develop and promotes employment opportunities.
  - 3.1.15. Dental Surgeons are required in all major regional community centres, qualified, skilled, knowledgeable auxiliary staff are a major component to effective, stable dental services to regional areas.
  - 3.1.16. Open communication will be maintained between staff, participants and professional industry ensuring access to all pathways for advice, knowledge or support.

- 3.1.17. Staff designing the competency analysis have a good knowledge of both direct and indirect discrimination against women and men in the work force.
- 3.1.18. Staff take into consideration gender bias when considering method of analysis and give an equal chance for all to respond. Instruments designed to collect information about competencies do not contain biased questions.

## 4. Cultural Awareness

- 4.1. Staff in the organisation are of diverse cultural back grounds and Nationalities and are of both male and female gender. A number of staff are bi-lingual.
- 4.2. Staff attend Cultural Awareness, Indigenous and Torres Island cultural awareness and Equal Opportunity sessions as part of DNA Kingston Training ongoing Staff Development sessions yearly. Staff also promote and encourage their students to be Culturally Aware and embed in their training day to day and College activities

## 5. Religious Awareness

- 5.1. A prayer area has been dedicated in our Belmont College. DNA Kingston Training recognises the right to freedom of beliefs, and at the same time has an overall responsibility to ensure that teaching and learning requirements are delivered efficiently and effectively within the available time and space. As such, all students and staff seeking a quiet moment for prayer or reflection are welcome to use this facility during their break times.
- 5.2. The Management understands that sometimes students may require time off to observe religious obligations, e.g. Friday prayer for Muslim students. We do not allow students to take time-off during classes, however students are welcome to discuss reasonable adjustments of their break times with their lecturers to accommodate the required time-off. The onus is on the student to ensure that their class activities and assessment deadlines are not disrupted in anyway. The Management reserves the right to refuse any request to adjust break times should the request affect a compulsory class activity, practical or assessment.

## 6. Administration

- 6.1. This policy and related documentation is accessible by students on the DNA Kingston Training website.
- 6.2. Staff will be advised of this policy and related procedures via email and staff information sessions.

<b>Document Name</b>		Access and Equity Policy and Procedure
<b>Document Owner</b>		Compliance Manager
<b>Version</b>	<b>Date</b>	<b>Improvements made</b>
8.0	March 2019	<ul style="list-style-type: none"> <li>• Correction on VET Loans, Prayer room</li> </ul>
7.0	March 2018	<ul style="list-style-type: none"> <li>• Spelling corrections</li> </ul>
6.0	September 2016	<ul style="list-style-type: none"> <li>• Included religious awareness</li> </ul>
5.0	April 2015	<ul style="list-style-type: none"> <li>• Changes to format</li> <li>• Updated government departments</li> </ul>
4.0	July 2013	<ul style="list-style-type: none"> <li>• Policy revised</li> </ul>