

ACCESS AND EQUITY PRINCIPLES AND PERSONAL INFORMATION PROCEDURES

1.0 Purpose

ATOD is fully committed to Access and Equity and in upholding its obligations under the following legislation:

- Australian Human Rights Commission Act 1986
- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Sex Discrimination Act 1984

This procedure will ensure:

- reasonable adjustments are made to provide all students and employees with equitable access to facilities and services;
- all students have reasonable and appropriate academic and learning support where required and able to be provided;
- all students are provided with training, assessment and support services information including their rights and obligations and processes for complaints and appeals, prior to enrolment or entering into an agreement;
- all students have access to their current records of participation in a timely fashion;
- all student records are accurate.

2.0 Scope

This procedure applies across the full range of services offered and within the constraints of the location and available resources. This procedure will be continuously reviewed for improvements based on new information and resources available to ensure access and equity principles are upheld.

3.0 Procedure

(i) Facilities

Prior to delivery of the course or units, ATOD personnel will evaluate the facility for:

- Rooms and toilets accessibility;
- Fire exit considerations;
- Room considerations;
- Parking.

(ii) Recruitment - Admissions and Enrolments

All students are provided with an information pack at the time of enquiring into a course. This pack contains:

- Details of the course including a breakdown of fees payable, payment requirements and the refund policy.

- Support mechanisms that are in place for students to ensure that access and equity principles are maintained.
- RPL and credit transfer information.

Admissions are based on published criteria (such as an audition or achievement of a Gold Bar or equivalent) for the qualification, ensuring that enrolment procedures are free from discrimination.

Students will be assessed based on that criteria and will be encouraged to undertake a delivery of training which will give them the best opportunity to achieve success towards gaining the qualification.

Access and equity issues are considered and documented clearly to the students prior to enrolment, where additional criteria beyond that published for the qualification (such as an audition or necessity for completion of an elementary exam) is required.

Language Literacy and Numeracy (LLN) assessment is conducted early in the enrolment.

Students are required to:

- complete enrolment forms;
- read and sign Terms and Conditions and plagiarism documents
- complete a basic LLN assessment or undertake an assessment chat to determine if they are at least at a ACSF in reading and numeracy at level 3.

Students wishing to study beyond a Certificate IV level should be subject to an interview / audition to determine oral and learning skills or provide a copy of a school leaving certificate. Students not achieving this minimum requirements will be counselled to taking a lower level qualification in preparation for higher level courses.

Course design and assessment allows for reasonable adjustments and is based on discussions with the student, the trainer and subject matter expert and the results of the LLN assessment. Teaching and learning documents are non-discriminatory and attempt to avoid inclusive language and examples. These of course are modified should any identification be made.

(iii) Student Delivery

Reasonable adjustment(s) will be made prior to the student delivery where the issue is made known via the enrolment form. It is the student's responsibility to indicate their requirements.

Information is added to the student files, where that student identifies a disability and / or learning difficulty on their enrolment form. The trainer will evaluate this along with an assessment of the student's LLN to identify whether reasonable adjustments can be made to accommodate the student. The trainer will notify the student of the outcomes as soon as practical after the assessment decision is made.

The trainer will make a note to the file, and provide ATOD compliance with what those adjustments might be, following a discussion with the subject matter expert and the student, if required.

NOTE: If the student has identified their disability on the enrolment form--- it is at the decision of the studio or ATOD (following discussions with the student / parent / studio) on the appropriate assistance to be given to the student and if this can be made available. This must be discussed prior to the enrolment being accepted.

If the student does not identify their disability on the enrolment form **and** the studio or ATOD identify a disability at a later stage, a decision will be made on the level of support available. If support is not available given the current resources of ATOD and how this will affect the cohort, the student maybe counselled to undertake a lower qualification or the enrolment maybe cancelled and a refund offered in line with the Terms and Conditions signed.

Compliance and the trainer will liaise and determine the responsibility for making any adjustments based on the necessary modifications. A reasonable adjustment is a measure or action taken to assist the student with a disability or learning difficulty to participate in training on the same basis as other students. An adjustment is reasonable if it takes into account the student's learning needs and balances the interests of all parties affected (student, ATOD, other students, staff). At all times the adjustments made must ensure the integrity of the assessment remains.

Assessment are designed to be fair, reliable and consistent. Special considerations may be made depending on the extenuating circumstances of the student. Students may appeal assessment decisions through the appeals process defined in the appeals procedure.

(iv) Visual Problems and Reading Problems

Reasonable adjustments, including the following, can be made:

- Coloured acetate sheets for dyslexia or reversing background colours electronically or not using white background presentations;
- Large print materials or adaptive technology such as Microsoft Magnifier;
- Monitors adjusted to large display;
- Microsoft Narrator (text to speech);
- Audio recordings.

(v) Academic and Learning Support

As soon as requirements are known, reasonable adjustments can be made for students needing academic and learning support, either via the student or via the LLN assessment.

At application or enrolment, adjustments could include:

- Alternative assessment where reasonable, such as oral assessments, changes to colour of student materials, font size/style;
- Use of definition materials;
- Extra time for assessments;
- Extra examples provided;
- Buddying and mentoring of student within student groups;
- Additional trainer support using the allocated trainer;
- Modification to trainer delivery style;
- Additional trainer allocated to class.

NOTE: The student will incur additional costs if an additional trainer is necessary. If this is the case, discussions will be held with the student and the student must agree to this in writing.

ATOD will evaluate the adjustment based on discussions with the student, taking into consideration their preferences. This will be balanced with the effect this has on others and the associated direct and indirect costs.

The Disability Discrimination Standards for Education 2005 does not render it unlawful for a provider to fail to comply with a requirement of the standards if:

- It imposes unjustifiable hardship based on costs associated with staffing, special resources and modifying curriculum, impact on learning and social outcomes for all.
- The disability is an infectious disease or other condition and it is reasonably necessary to isolate or discriminate to protect the health and welfare of the student and others.
- ATOD is complying with court orders, Human Rights and Equal Opportunity Commission decisions or prescribed law and regulations of the Commonwealth or Queensland as per Section 47 of the Disability Discrimination Act 1992.

Where a reasonable adjustment as identified above cannot be made using current resources, or additional resources are unable to be ascertained, this is recorded on the student file. The student is counselled as to other options available, and if none found, a suitable a rejection letter is forwarded to the student from the trainer.

Where a student notifies or identifies later in their study of their disability/ learning difficulty or where the trainer identifies it, the trainer, student and compliance will discuss whether reasonable adjustments can be made. The agreed outcome is documented on the student's file. The student is provided a new offer letter detailing the adjustments made. Where adjustments cannot be made the student is counselled with options available and a rejection letter is provided to the student along with a copy of the complaints procedure. All reasonable adjustments required following this late identification would be implemented as soon as practical, but no more than 10 days following identification.

(vi) Privacy

Privacy of the student or staff member will be maintained according to the national privacy principles. When data is used it shall be de-identified unless required as part of ongoing assessments. Students are required to sign a “release of student information” document and may opt out of some releases. However it should be noted that opting out of some releases might mean ATOD is unable to complete the student’s training. Students are encouraged to speak to their trainer or ATOD to discuss any issues they may have with the release of their information. ATOD does not use the USI for any purposes other than that required in the legislation.

(vii) Access to Current and Accurate Records of Student Participation

Students will:

- have access to their student records within seven (7) days following a written request for access;
- have their identity confirmed via photo identification or checking various information including date of birth, recent address etc;
- update their contact details at each enrolment cycle, or identify and request changes to those details at any time via updating the information in the Wisenet APP.
- Be able to request to see their assessment detail records.

Should the student question the result given by their trainer, they will be directed to discuss the issue first with that trainer. If a solution is not determined at that point, the student may request an appeal on the mark. This process follows the appeals procedures.