

Policy Overview

The Instruction Company (TIC) will ensure that its processes ensure access and equity across all its operations with particular focus on adherence to the Disability Discrimination Act 1992 (DDA), the Disability Standards for Education 2005 and the principles of access and equity.

Objective

TIC will implement and monitor processes that ensure fair and equal opportunities allowing access to educational services for all students regardless of their age, gender, cultural or ethnic background, disability, sexuality, language, literacy and numeracy skills, unemployment, imprisonment or remote location. It is also the intent of TIC to address and reduce as many of the barriers to participation as possible for people with disabilities to promote their engagement in training opportunities.

Scope:

This policy applies to all staff, students, programs and courses on the RTO's scope of registration.

Staff Responsible

- All RTO Staff

Compliance Standards

This policy relates to the following Standards for RTO's 2015: 1.1, 1.2, 1.3, 1.4, 2.2, 1.7, 2.1, 4.1, 5.1, 5.2, 5.3, 5.4.

Related Policies/Templates/Documents:

- D-001.6 Student Information Guide
- F-150.6 Code of Conduct for Trainers and Assessors
- F-151.6 Code of Conduct for Administration Staff
- P-001.6 Enrolment Policy and Procedure
- P-017.6 Student Support and Progression Policy and Procedure
- P-018.6 Reasonable Adjustment Policy and Procedure
- P-033.6 Fees, Charges and Refunds Policy and Procedure
- P-039.6 Privacy and Personal Information Policy
- P-048.6 Recognition Policy and Procedure

Definitions

Access and equity mean policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

(Source: <https://www.asqa.gov.au/standards/appendices/glossary>)

Disability Discrimination Act 1992 makes it unlawful to discriminate against a person on the grounds of disability. Section 22 of the DDA contains specific requirements for educational authorities and providers. Discrimination in this sense refers to people with disability being treated less fairly than people without. The Act also covers people who may be treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability.

(Source: https://www.asqa.gov.au/sites/default/files/FACT_SHEET_Providing_quality_training_and_assessment_services_to_students_with_disabilities.pdf)

Disability Standards for Education 2005 are a legislative instrument made under section 31 of the DDA. These standards outline the legal obligations of education providers and articulate how responsibilities under the DDA should be implemented within education settings.

(Source:

https://www.asqa.gov.au/sites/default/files/FACT_SHEET_Providing_quality_training_and_assessment_services_to_students_with_disabilities.pdf)

Policy

1. Marketing and Advertising

- All marketing and advertising information will ensure that accurate and accessible information is provided to prospective and current students and will make sure that any student with a disability (as defined by Disability Discrimination Act 1992) has access to information that meets their individual needs.
- TIC will ensure that prospective or current students have access to learning pathways and training support to assist them to identify meaningful career opportunities.
- TIC will ensure that people with disabilities have opportunities to participate in state funded training programs.

2. Informing and Enrolling Students

- TIC will ensure that all students are adequately informed about each training product on its scope of registration, including students with disabilities, prior to enrolment to allow them to make an informed decision about their actual or potential enrolment.
- TIC will ensure that students with disabilities are not discriminated against in the enrolment process based upon their individual disability or for any other reason as outlined in the Disability Discrimination Act.
- TIC will ensure that all student applications are reviewed in an ethical and fair manner based on the suitability of each applicant and subject to any mandatory requirements being met.
- TIC staff understand that students or potential students do not have to disclose their disability unless they want to arrange adjustments, or their disability poses a risk to themselves or others.

3. Student Support

- TIC provides student support services to each individual student that meets their specific needs including students with disabilities.
- TIC provides students with the opportunity to discuss their individual needs at enrolment and throughout their training program.
- TIC provides support services in consultation with each individual student and does not make assumptions about their needs or addressing their needs, that is, where a student might identify a disability through the enrolment process, this does not automatically mean that support measures are required.
- TIC will ensure that all staff undertake professional development in relation to the provision of the student support services and specifically in relation to the provision of support services to people with disabilities.
- TIC will provide information to external support services to students including disability support services.

4. Training and Assessment

- TIC will ensure that they assess all students fairly, based on merit, ensure each student meets the mandatory requirements of each unit and adhere to the principles of assessment when conducting assessment including applying reasonable adjustments.
- TIC will make students aware of the mechanisms in place to appeal an assessment decision should they believe they have not been fairly assessed (refer to P-006.6 Complaints and Appeals Policy and Procedure).
- TIC will ensure that any business involved in the assessment process for students (such as host employers for practical placements) adheres to this policy.
- TIC will ensure that all students have the same opportunities in terms of access to training and assessments opportunities including access to building and other facilities.
- TIC will ensure that when creating new courses or reviewing existing courses, it will consider students with disabilities in all aspects of the review including, but not limited to:
 - **Planning** – course development including consideration to incorporating reasonable adjustments and alternative learning strategies.
 - **Studying** – all students are offered the same opportunities to participate in the course, services and access to facilities.
 - **Expulsion** – no student will be expelled from a course based on their disability.
 - **Course Completion** – students with a disability who have met all course requirements receive the same recognition as other students.

5. Exclusion from Training and Assessment Services

- TIC may exclude an individual from its training and assessment services based on the following criteria:
 - A student who requires the program including training and assessment resources to be written or delivered in language other than English.
 - A student requires support services and/or facilities that would mean TIC would experience unjustifiable hardship.
 - A student has a disability that could cause safety risks to themselves and others.

NB: Any breach of this policy or others relevant to this policy must be reported immediately to the National RTO Quality and Compliance Manager.

Document Revision History

Version Number	Author	Date Published	Description
2.0	Aleena Velich	01/08/2017	Revised Policy and Procedure <ul style="list-style-type: none"> Expanded on Overview and Objective Included relevant definitions. Expanded on actual policy.
	Patricia Fulcher	03/08/2017	Reviewed and approved with changes.
	Natalie Robinson	03/08/2017	Formatted and published
2.1	Dayna Jackiw	Feb 2019	Reviewed/renewed policy. Minor edits.
3.0	Fiona Dunkerton	21/08/2020	Reviewed and updated
3.1	Fiona Dunkerton	27/08/2020	Minor update to wording
3.2	Vicki Searl	24/04/2022	Minor update to remove unused policy and procedures
3.2	Vicki Searl	26/05/2023	Reviewed - no update required to content