

ACCESS, DIVERSITY AND EQUITY POLICY

1. Purpose and Objectives

- 1.1 Le Cordon Bleu Australia (LCBA) is committed to promoting an inclusive learning environment, and to providing current and prospective students with equal opportunities to access and pursue their learning and training.
- 1.2 The purpose of this policy is to provide clear guidelines for the integration of access, diversity and equity principles into the administration, support, and delivery of learning/training and assessment activities.

2. Scope

- 2.1 This policy applies to all staff, students, contractors, stakeholders, and visitors, officers, and members of the LCBA governing bodies.

3. Legislative Context

- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Higher Education Standards Framework (Threshold Standards) 2021
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Privacy Act 1998
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Standards for Registered Training Organisations (RTOs) 2015
- Workplace Gender Equality Act 2012

4. Policy Statement

- 4.1 LCBA supports fair and equitable access to educational opportunities and ensures students are enabled to succeed and realise their academic potential.

5. Policy

- 5.1 LCBA ensures that services are provided to all students in a fair and equitable manner, free from bias and without regard to race, colour, sex, gender, religion, political opinion, national extraction, social origin, age, medical record, criminal record, marital or relationship status, impairment, mental, intellectual or psychiatric disability, physical disability, nationality, sexual orientation, and trade union activity.
- 5.2 LCBA values cultural, linguistic, social and gender diversity and promotes an environment of mutual respect, including by using inclusive and non-discriminatory language in learning materials, official documents and publications.
- 5.3 Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and to create equivalent opportunities for academic success regardless of students' backgrounds.

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- 5.4 Entry/admission requirements to LCBA courses are clearly outlined in the *Student Selection and Admissions Policy*, Training and Assessment Strategies and in marketing material, enabling both prospective students and relevant LCBA staff to be well informed about entry requirements and program expectations.
- 5.5 Reasonable adjustments are made wherever possible to facilitate participation of students with specialised needs due to disability or other reason.
- 5.6 A reasonable adjustment balances the interests of all parties affected. When assessing whether a particular adjustment for a student is reasonable, LCBA will consider:
- 5.6.1 the student’s disability
 - 5.6.2 the effect of the adjustment on the student, including their:
 - ability to achieve learning outcomes; and
 - ability to participate in courses or programs; and
 - independence;
 - 5.6.3 the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students;
 - 5.6.4 the costs and benefits of making the adjustment.
- 5.7 Regardless of whether the assessment referred to above (clause 5.6) determines an adjustment is reasonable, LCBA is not required to make adjustments that would impose unjustifiable hardship on LCBA.
- 5.8 To meet the individual needs of students and to recognise diversity of learning approaches, a range of educational and support services are provided.
- 5.9 Where this support is determined to be outside the scope of LCBA and/or its co-delivery partners, students are offered alternatives and LCBA facilitates access to those services in order to guide and support the student’s learning.
- 5.10 Where a student considers there has been a breach of this policy, they may seek review using the complaints resolution and grievance procedures available to them (see *Student Complaints and Appeals Policy*).

6. Roles and Responsibilities

| Roles | Responsibilities |
|---------------------------|--|
| Admissions Manager | Obtains information from students about their support needs Ensures equitable application of admissions processes |
| Registrar | Oversees application of the Student Code of Conduct |
| Student Services Managers | Refers students to appropriate support services |
| Compliance Officer | Oversees application of complaints and appeals process. |

7. Definitions

‘Access and Equity’ refers to means policies and approaches aimed at ensuring responsiveness to the individual needs of students whose age, gender, cultural background, disability,

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sexuality, language proficiency, literacy or numeracy level may present a barrier to access, participation and/or achievement of learning outcomes.

‘Disability’ refers to any temporary or permanent impairment (intellectual, psychiatric, cognitive, neurological, sensory, learning or physical - or a combination of these), that results in substantially reduced capacity in learning or mobility.

‘Discrimination’ refers to the unjust, exclusive or prejudicial treatment of individuals or a group of people, based on their differences, such as background, race, age, or sex, gender, religion or disability. Discrimination may include:

- Direct - actions that specifically exclude a person or group of people from a benefit or opportunity;
- Indirect - actions where rules, practices and decisions are used to perpetuate an unequal situation and significantly reduce a person's chances of obtaining or retaining a benefit or opportunity;
- Systemic - actions which are perpetuated by rules, practices and actions that are discriminatory and which disadvantage a group of people because of their status or characteristics.

‘Diversity’ is the recognising and valuing of individual differences.

‘Equity’ refers to the process of ensuring that all students are able to participate and benefit in their studies to the same level.

‘Inclusion’ occurs when people from diverse backgrounds feel valued and respected, have access to opportunities and resources, and can contribute their perspectives and talents to improve their learning environment.

‘Reasonable Adjustment’ refers to a measure or action taken by LCBA to enable students and learners with a disability to apply for admission or enrolment; participate in their chosen course, training, learning and assessment; and use LCBA’s facilities or services on the same basis as students and learners without disability.

Other applicable definitions may be found in the LCBA Glossary of Policy Terms on the LCBA website

8. Related Documents

- Enrolment Policy
- LCBA Privacy Policy
- Learning Support Policy HE
- Learning Support Policy VET
- Student Code of Conduct
- Student Complaints and Appeals Policy
- Student Selection and Admissions Policy
- Student Welfare Policy

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9. Procedure

- 9.1 Accurate and timely information concerning access and equity is provided to students at induction in a variety of media (including online and information sessions) throughout the duration of their course.
- 9.2 Students are asked on admission to the program to voluntarily declare any disabilities or impairments requiring learning support to enable timely and appropriate provision of support.
- 9.3 Students may at any time during their program make a request for reasonable adjustment to the Admissions Manager or Student Services Manager.
- 9.4 Students may be required to provide evidence of their support needs (e.g. medical records).
- 9.5 A group, usually consisting of Admissions Manager, Program Manager, Industry Engagement Manager, Academic Manager and Student Services Manager, makes decisions on granting reasonable adjustments.
- 9.6 Reasonable adjustments that are agreed to by LCBA are recorded on the Reasonable Adjustment Plan, which is retained on the student file and provided to relevant LCBA Student Services, Industry Engagement, Academic Services staff, and Program Managers.
- 9.7 Students can refer complaints related to access and equity considerations, to appropriate LCBA staff designated in the *Student Complaints and Appeal Policy* (and related procedures) which is available on the LCBA website.

10. Summary of changes since last review

| Authored by | Description |
|---------------|--|
| Head of SoCAS | <ul style="list-style-type: none"> ▪ Removal of clause 5.4 in relation to specifically considering Aboriginal and Torres Strait Islander people ▪ Updating the process term to the 'Reasonable Adjustment Plan' |
| Registrar | <ul style="list-style-type: none"> ▪ Update to Roles and Responsibilities to realign change complaints and appeals under Compliance. ▪ Inclusion of IE Manager and Academic Manager for Reasonable Adjustment assessments. |
| ASU Manager | <ul style="list-style-type: none"> ▪ QASG edits ▪ Removal of implementation section |